

Meeting Agenda
EPSB Conference Room A; 100 Airport Rd., 3rd Floor,
Frankfort, Kentucky
May 15, 2006

Sunday, May 14, 2006

- 4:00 PM – 6:00 PM Goals and Initiatives Committee Meeting
 EPSB, Conference Room B
- 6:15 PM – 8:00 PM Informal Board Dinner at Applebee's (across from the Hampton Inn,
 Frankfort, KY)
 NO BUSINESS WILL BE CONDUCTED

Monday, May 15, 2006

- 9:00 AM Call to Order
- [Approval of March 20, 2006, Minutes](#) (Pages 1–20)
- Open Speak

Report of the Executive Director

- A. Updates from Council of Postsecondary Education and Kentucky
Department of Education (Mr. John DeAtley; Mr. Steve Schenck)
- B. [Retreat Agenda, Final](#) (Dr. Phillip Rogers; Ms. Ashley Abshire)
(Pages 21–24)
- C. Legislative Update (Ms. Brenda Allen)

Report of the Chair

- A. Appointment to KACI
- B. Appointment of a committee to develop a protocol for the
evaluation of the Executive Director

Information/Discussion Items

- A. [16 KAR 7:010, Kentucky Teacher Internship Program,
Amendment, \(Emergency\), Notice of Intent](#) (Mr. Robert Brown,
Ms. Allen) (Pages 25-52)

Action Items

- A. [Master's Degree Program Committee Recommendations](#) (Dr.
Troupe) (Pages 53-56)
- B. [EPSB Meeting Schedule](#) (Dr. Rogers) (Pages 57-58)
- C. [Program Approval, Alternative Route to Certification, Option 7](#)
(Dr. Marilyn Troupe) (Pages 59-66)
- Northern Kentucky University

- D. [Umbrella Approval, Alternative Route to Certification, Option 6](#) (Dr. Troupe) **(Pages 67-74)**
 - Northern Kentucky University
- E. [16 KAR 5:040, Admission, Placement, and Supervision in Student Teaching, Amendment, Final Action](#) (Dr. Troupe, Ms. Allen) **(Pages 75–84)**
- F. [16 KAR 2:010, Kentucky Teaching Certificates, Final](#) Action (Mr. Mike Carr; Ms. Allen) **(Pages 85-98)**
- G. [16 KAR 2:140, Probationary Certificate for Teachers of Children, Birth to Primary, Amendment, Final Action; 16 KAR 2:150. Probationary Certificate for Teachers of Technology Education, Amendment, Final Action; 16 KAR 2:160. Probationary Certificate for Teachers of Exceptional Children, Amendment, Final Action; 16 KAR 2:170. Probationary Certificate for Middle School Teachers, Amendment, Final Action](#) (Mr. Carr; Ms. Allen) **(Pages 99–116)**
- H. [16 KAR 2:020, Occupation-Based Career and Technical Education Certification, Amendment, Final Action](#) (Mr. Carr; Ms. Allen) **(Pages 117-124)**
- I. [16 KAR 3:080, Vocational Education Administrators, Amendment, Final Action](#) (Mr. Carr; Ms. Allen) **(Pages 125–132)**
- J. [16 KAR 6:020, Written Examination Prerequisites for Occupation-Based Career and Technical Education Teachers, Amendment, Final Action](#) (Mr. Carr; Ms. Allen) **(Pages 133-144)**
- K. [16 KAR 9:040, Part-Time Adjunct Instructor Certificate, Amendment, Final Action](#) (Mr. Carr; Ms. Allen) **(Pages 145–150)**
- L. [Accreditation Program Reviews](#) (Dr. Troupe) **(Pages 151-164)**
 - Brescia University
 - Alice Lloyd College

Waivers

- A. [Exceptional Children Teacher Assignment Waivers](#) (Mr. Carr) **(Pages 165–170)**
- B. [Mr. David Edwards—Waiver of 16 KAR 6:010, Praxis II, Request to waive Music: Content Knowledge \(0113\) and Music: Concepts and Processes \(0111\) assessments](#) (Mr. Brown) **(Pages 171-178)**
- C. [Ms. Christie Palombi—Waiver of 16 KAR 6:010, Praxis II, Request to waive Principles of Learning and Teaching: Grades K-6 \(0522\) and Elementary Education: Content Knowledge \(0014\)](#) (Mr. Brown) **(Pages 179-186)**

Alternative Route to Certification Applications

A. [Ms. Glenna Metcalfe, Integrated Music, Grades P-12](#) (Pages 187-188)

Following a motion in open session, it is anticipated that the Board will move into closed session as provided in KRS 61.810 (1)(c), (1)(f) and (1)(j).

Certification Review and Revocation: Pending Litigation Review

Following review of pending litigation, the Board shall move into open session. All decisions will be made in open session.

Adjournment

Next Regular Meeting:
June 12, 2006, 9 am CDT
Holiday Inn University Plaza
Bowling Green, KY

The actions delineated below were taken in open session of the EPSB at the March 20, 2006, regular meeting. This information is provided in summary form; an official record of the meeting is available on tape in the permanent records of the Education Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601.

Education Professional Standards Board (EPSB)
Summary Minutes of the Business Meeting
EPSB Offices, 100 Airport Road, 3rd Floor
Frankfort, Kentucky
March 20, 2006

Members Present:

Wally Campbell
James Cibulka
Sam Evans
Kent Juett
Steve Lin
Linda Livers
Rita Presley
Steve Schenck (for Gene Wilhoit)
Wilson Stone
Tom Stull
Ellie Thompson
Lorraine Williams

Members Absent:

Lonnie Anderson
Jim Applegate
Lydia Coffey
Kristin Gregory

Call to Order

Chair Tom Stull convened the meeting at 9:10 am EST.

Amendment to Agenda

Motion made by Ms. Linda Livers, seconded by Ms. Ellie Thompson, to amend the March 20, 2006 agenda to remove the evaluation of the Executive Director.

Vote: *Unanimous*

Approval of January 23, 2006, Minutes

Motion made by Mr. Wilson Stone, seconded by Ms. Livers, to approve the minutes of the January 23, 2006 EPSB meeting.

Vote: *Unanimous*

Open Speak

Ms. Jenny O'Neil addressed the Board regarding her request for waiver of 16 KAR 8:020, pertaining to the requirements that she obtain a second master's degree in order to continue teaching.

Report of the Executive Director and Staff

KDE Update

Mr. Steve Schenck, sitting in for Commissioner Gene Wilhoit, Kentucky Department of Education (KDE), updated the Board on two issues. 1) The contract for the Commonwealth Accountability Testing System (CATS) made it through the Contract Review Committee, thus the new Core Content for Assessment Version 4.0 and Depth of Knowledge are closer to becoming official. Some cooperatives have begun to deliver training for the new Core Content Version 4.0 and Depth of Knowledge. 2) The March edition of *Kentucky Teacher* contains an article about new graduation requirements. Some of the new requirements in math, technology, and oral language will have an impact on students.

CPE Update

There was no Council on Post Secondary Education (CPE) update since Dr. Jim Applegate was absent.

Federal Highly Qualified Teacher Visit

Mr. Robert Brown reported on the federal highly qualified teacher visit in February. The federal team praised Kentucky on the outstanding job being done with data collection, which Mr. Brown mentioned, may be attributed to both the staff in his division and the school districts. The federal team did recommend, however, that the Education Professional Standards Board (EPSB) develop a plan to ensure an emergency-certified teacher does not continue to teach on an emergency certificate. This topic has been placed as an agenda item for the June 2006 retreat.

Legislative Update

Ms. Brenda Allen reported that House Bill 125, the EPSB's bill that ensures National Board Certified Teachers (NBCT) will not lose rank if their National Board Certificate expires, was delivered to the Governor on March 17, 2006 for his signature.

Additionally, Ms. Allen informed the Board that the new EPSB members, Dr. James Cibulka and Ms. Lorraine Williams, represented the EPSB well during their confirmation hearings. The appointments are awaiting the Governor's signature.

Senator David Williams proposed a bill that will require the EPSB to drug test all teachers whose teaching certificates are suspended or revoked for drug-related misconduct. If this bill passes, the EPSB and KDE must promulgate regulations that will detail how to execute the drug tests.

Deputy Executive Director Allen reported that the Governor's budget recommendations were sent to the House. The House provided an additional \$300,000.00 for the National Board Trust Fund. Additionally, the budget bill was received in the Senate. It is anticipated that it will go into Conference Committee next week.

Introduction of new staff members

New EPSB staff members were introduced. Ashley Abshire is the new executive assistant, the new Troops to Teachers Coordinator is Larry Fohl, and Gary Stephens serves as the new staff attorney.

Report of the Chair

In his report, Chair Stull appointed Diane Woods-Ayers (replaces Ms. Renee Scott) and reappointed Judy Conrad to the Accreditation Audit Committee for the three-year period of January 2006 – January 2009. Chair Stull also advised the Board that at the next meeting he will appoint a committee to develop a protocol to evaluate the Executive Director. Anyone interested in serving on the committee should contact him. Mr. Stull concluded his report by inviting EPSB's new Board member, Ms. Lorraine Williams, to introduce herself to the Board.

Information Items

A. Review of Master's Degree for Rank Change and Efficacy for Improving Student Learning Committee Update

Dr. Marilyn Troupe presented a draft report from the Master's Degree Program Committee to the Board for comment and discussion.

There are currently three (3) board members serving on the Master's Degree Committee which has met since November 2005. They are Mr. Steve Lin, Dr. Jim Cibulka, and Mr. Kent Juett. Dr. Troupe presented three of the committee's recommendations: 1) Combine or collapse the New Teacher Standards and Experienced Teacher Standards to become Kentucky Teacher Standards. 2) Delete fifth and sixth year programs for rank change because they do not lead to a degree. 3) Certify the principal and other leadership positions at the post-master's level.

During the March 29 meeting, the committee will review standards for online courses, as well as programs and institutions so there may be additional recommendations. Dr. Troupe received a number of questions and concerns from Board members and indicated she would take them to the committee. The committee will present a final report at the May 15, 2006 Board meeting.

B. Kentucky Teacher Internship Program Discussion on the Use of the Teacher Work Sample

During the November 14, 2005 Board meeting, the Board requested that Teacher Work Sample (TWS) participants who are currently using (or piloting) the TWS and revised Performance Record appear before the Board. As a result, Ms. Karen Cobb, Ms. Kim Kearney, Ms. Beth Osborne, and Ms. Kristen Lucas, participants using the TWS, discussed their thoughts and experiences with the Pilot Program and the TWS before the Board. These participants, as well as the Kentucky Advisory Council for Internship (KACI), value the TWS and provided a number of positive comments regarding its benefit to the teacher. KACI sent a recommendation letter (provided in the Board folder) urging the EPSB to adopt the structure of the current pilot program at its May 15, 2006 meeting. Mr. Brown informed the Board that he intends to bring the TWS as an information item with notice of intent at the May 15, 2006 Board meeting to allow continued voluntary use for two years to be followed by mandatory statewide implementation.

C. 2006 Retreat Agenda, Draft

The retreat agenda was reviewed. A finalized copy will be provided at the May 15, 2006 Board meeting.

D. 16 KAR 5:040: Admission, Placement, and Supervision in Student Teaching, Amendment, Notice of Intent

This regulation was brought to the Board with suggested amendments to address cooperating teacher eligibility requirements and the continuing shortage of master teachers in difficult-to-place certification areas. Dr. Troupe reported that she and her staff reviewed surrounding state guidelines for cooperating teachers. As a result, they proposed the following suggestions for Board consideration:

- 1) allow three years of teaching experience on a professional certificate, instead of four years of teaching
- 2) allow fifteen (15) hours or more of college credit toward the master's degree if the educator has not yet attained Rank II
- 3) delete the requirement for 20 years of teaching experience; and
- 4) delete the requirement for work as a cooperating teacher during the past five (5) years

Additionally, Dr. Troupe reported staff recommendations to change the cooperating teacher payment dates to ensure payment is received before the school term concludes and to change the method of compensation to actual weeks served in place of a "per semester payment."

A lengthy discussion ensued regarding cooperating teacher criteria. Ms. Allen is going to work with Board members to develop five or six criteria to guide the selection of cooperating teachers and bring them to the Board for further consideration when the regulation is brought back as an action item.

E. 16 KAR 2:010: Kentucky Teaching Certificates, Amendment, Notice of Intent

In 2004, the EPSB amended 16 KAR 2:010 to assist districts in meeting Highly Qualified (HQ) requirements established by The No Child Left Behind Act of 2001 by developing the TC-HQ route to add to and/or extend a current Kentucky teaching certificate. Patterned after the High Objective Uniform State Standard of Evaluation (HOUSSE) index, the TC-HQ allows certificate modifications by using a combination of past teaching experience, professional development, awards and achievements, and relevant coursework.

This index is approved by the federal government to determine a teacher's HQ status. The use of the TC-HQ was approved by the EPSB until June 30, 2006. Since its implementation, Mr. Carr reported that 62 individuals have used this route for certification. Anecdotal comments from district superintendents and human resource directors have been very positive with regard to this option, which many believe should be permanent. The current wording of 16 KAR 2:010 requires the TC-HQ option to cease effective June 2006, but the EPSB staff recommended to the Board to extend the option beyond the expiration date of June 2006. An action item for Board approval will be presented at the May 15 Board meeting.

F. 16 KAR 2:140 Probationary Certificate for Teachers of Children, Birth to Primary, Amendment, Notice of Intent; 16 KAR 2:150: Probationary Certificate for Teachers of Technology Education, Amendment, Notice of Intent; 16 KAR 2:160: Probationary Certificate for Teachers of Exceptional Children, Amendment, Notice of Intent; 16 KAR 2:170: Probationary Certificate for Middle School Teachers, Amendment, Notice of Intent

Mr. Mike Carr discussed with the Board the reasoning behind the amendments to several probationary regulations by explaining that with the passage of the federal No Child Left Behind (NCLB) legislation, the Education Professional Standards Board approved determination of the types of Kentucky teaching certificates that constitute “full state certification.” This determination is necessary for schools to determine the “highly qualified” status of core content teachers on the annual Highly Qualified (HQ) Report.

Probationary certificates have not been identified as “full state certification” because current EPSB regulations do not specify a set period of time during which all probationary coursework must be completed. In the 2003 EPSB document titled “Identifying ‘Highly Qualified’ Teachers Pursuant to the No Child Left Behind Act of 2001,” the EPSB addressed probationary certificates by stating that regulations would be revised to address the issue of completion time for coursework.

Staff recommend that the EPSB amend language in the four regulations governing the types of probationary certificates to align these with NCLB requirements concerning “full state certification” by establishing a three-year time limit to complete all coursework required. This time limit would allow the granting of a professional certificate in the area sought. 16 KAR 2:150 has also been amended to reflect changes in the governing entities in the area of career and technical education. Mr. Steve Schenk requested a change in wording relative to 16 KAR 2:160 regarding the six hours of training now provided by the educational cooperatives, but which is the responsibility of the Kentucky Department of Education.

An action item for final approval will be presented at the May 15, 2006 Board meeting.

G. 16 KAR 2:020. Occupation-Based Career and Technical Education Certification, Amendment, Notice of Intent

Mr. Carr explained that in reviewing all career and technical education certificates, university instructors asked EPSB staff to address the current regulation’s (16 KAR 2:020) allowance of occupational proficiency evaluations and assessments in lieu of actual coursework for the renewal of occupation-based certificates. This allowance may delay new teachers’ entry into the required 64-hour planned program. Unfortunately, this delay does not support the need for these teachers to progress in a timely manner toward completion of university coursework.

Mr. Carr indicated that unless the Board had objection to the revision to the regulation, an action item for final approval will be presented at the May 15, 2006 Board meeting.

H. 16 KAR 3:080. Vocational Education Administrators, Amendment, Notice of Intent

Mr. Carr reported that the current regulation (16 KAR 3:080) is not clear about who may be hired for the position of career and technical school principal. Since there have been no career/technical principals in certain parts of the state, institutions have hired administrators who hold a regular principal certificate. The Department of Workforce Development and KDE believe there must be more flexibility due to the inevitable regional shortages. EPSB

staff has worked with these entities to construct a proposed amendment that would allow the employment of principal candidates who possess a regular principal certificate along with an appropriate career and technical teaching background.

This proposed amendment would also lengthen the teaching experience requirement for such principals to three years. Lengthening the teaching experience requirement would align 16 KAR 3:080 with other regulations governing administrative certificates.

Mr. Carr explained that if the board concurs with staff on the amendment, an action item for final approval will be presented at the May 15, 2006 Board meeting.

I. 16 KAR 6:020, Written Examination Prerequisites for Occupation-Based Career and Technical Education Teachers, Amendment, Notice of Intent

Mr. Carr provided the history of the EPSB's practice of allowing a six-month waiver for newly hired occupation-based career and technical education teachers to successfully complete the Preprofessional Skills Test (PPST). The PPST gives universities assurance that new teachers have sufficient academic skills to succeed in the required 64-hour planned program and in the coursework, which must be complete to retain occupation-based certification.

The Board permitted a six-month waiver by its action at the August 18, 2003 meeting in an attempt to aid university personnel in requiring PPST to be used as a predictive measure regarding the academic abilities of new occupation-based teachers. While the Board supported the need for the PPST, the waiver was allowed because the timing of the assessment dates often prevented schools from hiring new teachers in August since the time to take and receive scores for the test could not be secured until later in the fall. The Board asked staff to monitor the waiver's implementation and to make a recommendation at a later date whether to amend 16 KAR 6:020.

Mr. Carr reported that staff monitored the implementation and now recommends that the PPST be retained; however, the staff also further recommended that the Compass test, designed by American College Test (ACT), be used as an alternative in cases where timing of new hires is a critical issue. The Compass test is used as a predictive assessment and has the advantage of being available at all locations of the Kentucky Community and Technical College System (KCTCS). In addition, the Compass test can be scored immediately, eliminating the need for the six-month waiver process.

Mr. Carr concluded by reporting that an addition was made to the regulation to reflect the need for an assessment standard for the certification area of Culinary Arts.

Ms. Allen addressed some changes to the draft regulation (16 KAR 6:020) that need to be made. On page 91, line 7 "industrial education" should read "occupation-based certification." Also, on page 94, line 21 should read NOCTI Computer Technology Test (#226) – 63.

An action item for final approval will be presented at the May 15, 2006 Board Meeting.

J. 16 KAR 9:040: Part-Time Adjunct Instructor Certificate, Amendment, Notice of Intent

In reviewing all career and technical education certificates, Mr. Carr proposed adding language to 16 KAR 9:040 that clearly reflects the same prerequisite requirements for the

part-time adjunct occupation-based instructor certificate as are required for the full-time instructor certificate. Kentucky Department of Education (KDE) representatives who worked with EPSB staff recommended this change.

Final approval will be presented at the May 15, 2006 Board meeting.

Action Items

A. Accreditation Program Reviews

The Board made the following decisions on the unit accreditation and program approval for Kentucky State University:

Issue 1-Unit Accreditation

2006-009

Motion made by Dr. Wallace Campbell, seconded by Dr. James Cibulka, to accept the recommendation of the AAC and grant continuing accreditation for Kentucky State University.

Vote: *Unanimous*

Issue 2-Program Approval

2006-010

Motion made by Mr. Wilson Stone, seconded by Ms. Ellie Thompson, to accept the recommendation of the AAC and grant approval for the initial level educator preparation programs at Kentucky State University.

Vote: *Unanimous*

The Board made the following decisions on the unit accreditation and program approval for Bellarmine University:

Issue 1-Unit Accreditation

2006-011

Motion made by Dr. Campbell, seconded by Mr. Steven Lin, to accept the recommendation of the AAC and grant continuing accreditation for Bellarmine University.

Vote: *Unanimous*

Issue 2-Program Approval

2006-012

Motion made by Ms. Thompson, seconded by Ms. Rita Presley, to accept the recommendation of the AAC and grant approval for the initial and advanced level educator preparation programs at Bellarmine University.

Vote: *Unanimous*

During the review of Bellarmine's programs, the Board was told by EPSB staff and Bellarmine officials of a violation of the NCATE Partnership agreement by the NCATE team. The Board expressed its disappointment with the NCATE/BOE team for failing to

follow the appropriate state partnership protocol, thus invalidating the areas for improvement cited in the BOE Report.

2006-013

Motion made by Dr. Sam Evans, seconded by Mr. Steven Lin, to invite a representative from NCATE to appear before the Board and explain what happened during the Bellarmine visit.

Vote: *Unanimous*

B. EPSB Procedure Manual Amendments (including amendment to Alternative Routes to Certification, Reference—adding Option 7—and Election of Officers Procedure, Final Action

2006-014

Motion made by Ms. Thompson, seconded by Ms. Linda Livers, to approve the changes to the Procedure Manual.

Vote: *Unanimous*

C. 16 KAR 7:020: Kentucky Principal Internship Program (KPIP), Amendment, Final Action

2006-015

Motion made by Dr. Cibulka, seconded by Ms. Presley, to approve the amendments to 16 KAR 7:020.

Vote: *Unanimous*

Dr. Sam Evans commented that on page 137, line 17 the word “fails” should be omitted.

D. 16 KAR 2:060: School Nurse Certification, Amendment, Final Action

2006-016

Motion made by Mr. Stone, seconded by Ms. Livers, to approve the amendments to 16 KAR 2:060.

Vote: *Yes- 10*

Recuse-1 (Dr. Sam Evans)

E. 16 KAR 5:010: Standards for Accreditation of Educator Preparation Units and Approval of Programs, Amendment, Final Action

In reviewing the final regulation, Dr. Troupe pointed out a minor change on page 172, line 1, the wording “Board of Examiners chair” was omitted and needs to be reinserted and preceded by the word “and.”

2006-017

Motion made by Dr. Cibulka, seconded by Ms. Thompson, to approve the amendment to 16 KAR 5:010.

Vote: *Unanimous*

Waivers

A. Exceptional Children Teacher Assignment Waivers

2006-018

Motion made by Dr. Evans, seconded by Mr. Kent Juett, to approve staff recommendations for the exceptional children teacher assignment waivers.

Vote: *Unanimous*

B. Ms. Tracy Dunn—Waiver of 16 KAR 3:040, Section 2(b), Request for Waiver of Teaching Experience for Director of Special Education Certificate

2006-019

Motion made by Ms. Thompson, seconded by Dr. Evans, to deny the request to waive the requirement of one year of exceptional child classroom experience as a prerequisite for adding Director of Special Education to her certifications.

Vote: *Yes- 8*

No-1 (Mr. Steven Lin)

Recuse- 2 (Mr. Juett, Mr. Stull)

C. Ms. Jenny O'Neill—Waiver of 16 KAR 8:020, Section 1, Request for Waiver of Requirements for Rank II

2006-020

Motion made by Ms. Lorraine Williams, seconded by Dr. Evans, to deny the waiver request to accept Ms. Jenny O'Neill's master's degree in Family Studies to satisfy the requirements as an acceptable graduate program for certificate renewal and Rank II.

Vote: *Yes- 7*

No-4 (Ms. Livers, Mr. Juett, Dr. Cibulka, Mr. Stull)

Lengthy discussion ensued. Based upon the Board's discussion, Ms. Allen asked Ms. O'Neill, who was present, if she wished to request a waiver of 16 KAR 4:060 pertaining to certificate renewals and successful teaching experience. Ms. O'Neill concurred.

2006-021

Motion made by Mr. Steven Lin, seconded by Dr. Cibulka, to waive 16 KAR 4:060 and extend Ms. O'Neill's certificate at her current rank for five years beyond the present expiration date.

Vote: *Unanimous*

D. Ms. Laura Borens—Waiver of 16 KAR 6:010, Praxis II, Request to Waive the Middle School English Language Arts (0049) and/or English, Language, Literature & Composition: Essays (0042)

2006-022

Motion made by Dr. Evans, seconded by Ms. Williams, to deny the request to waive the regulation pertaining to the assessments required for Middle School English Certification or Secondary English Certification.

Vote: *Unanimous*

E. Ms. Melissa Lemerand—Waiver of 16 KAR 6:010, Praxis II, Request to Waive, Principles of Learning and Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge and/or Principles of Learning and Teaching: Grades 5-9 (0523), Middle School English, Language Arts (0049), Middle School Science (0439)

2006-023

Motion made by Dr. Campbell, seconded by Mr. Juett, to waive the regulation pertaining to assessments for Elementary (P-5) Certification, Praxis Principles of Learning & Teaching (0522) and Elementary Education: Content Knowledge (0014) and accept ICTS (102) Assessment of Professional Teaching and ICTS (110) elementary/middle grades in lieu thereof and not waive the regulation pertaining to the assessment for middle school English and science content.

Vote: *Unanimous*

F. Ms. Christine O'Shea—Waiver of 16 KAR 6:010, Request to Waive Praxis II, Principles of Learning and Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014)

2006-024

Motion made by Ms. Thompson, seconded by Mr. Juett, to waive the regulation pertaining to Elementary Education Content Knowledge (0014) and accept MSAT (0140), MSAT (0151), Praxis (0511) and 0011 but do not waive the regulation pertaining to the pedagogy test, Principles of Learning & Teaching (0522).

Vote: *Unanimous*

G. Mr. James Jack—Waiver of 16 KAR 6:010, Request to Waive Praxis II, Principles of Learning and Teaching: Grades K-6 (0522), Elementary Education: Content Knowledge (0014)

2006-025

Motion made by Ms. Thompson, seconded by Mr. Juett, to waive the regulation pertaining to content assessments for Elementary (P-5) Certification, Elementary Education Content Knowledge (0014) and accept MSAT (0140) and MSAT (0151) but deny the request to waive 16 KAR 6:010 pertaining to the pedagogy assessment, Principles of Learning & Teaching Grades K-6 (0522).

Vote: *Unanimous*

H. Dr. Lucian Yates, III—Waiver of 16 KAR 5:040, Request to Waive the Cooperating Teacher Eligibility Requirements

2006-026

Motion made by Dr. Campbell, seconded by Ms. Livers, to approve the request made by Dr. Lucian Yates on behalf of Mr. Daniel Hill to waive 16 KAR 5:040, Section 2(b), allowing Mr. Hill to serve as a cooperating teacher for the Spring of 2006.

Vote: *Unanimous*

Alternative Route to Certification Exceptional Work Experience Applications

A. Mr. John Riglesberger, English as a Second Language, Grades P-12

2006-027

Motion made by Ms. Thompson, seconded by Ms. Williams, to approve the alternative route to certification application for Mr. Riglesberger.

Vote: *Unanimous*

B. Mr. Chris Hart, Business, Grades 8-12

2006-028

Motion made by Ms. Thompson, seconded by Dr. Cibulka, to approve the alternative route to certification application for Mr. Hart.

Vote: *Yes-8*

No-3 (Ms. Williams, Ms. Presley, Dr. Evans)

**DISCIPLINARY MATTERS:
MINUTES OF CASE REVIEW
March 20, 2006**

Motion made by Ms. Linda Livers, seconded by Mr. Jim Cibulka, to go into closed session for the purpose of discussing proposed or pending litigation in accordance with KRS 61.810(c)&(j).

Vote: *Unanimous*

Motion made by Mr. Cibulka, seconded by Ms. Livers, to return to open session.

Vote: *Unanimous*

The following board members concurred with the actions as listed below with the noted exceptions:

Tom Stull, James Cibulka, Steve Lin, Linda Livers, Kent Juett, Eleanore Thompson, Sam Evans, Lorraine Williams, Wally Campbell and Rita Presley.

Attorneys present were Brenda Dinkins Allen and Alicia A. Sneed.

INITIAL CASE REVIEW

<u>Case Number</u>	<u>Decision</u>
05-12223	Hear
05-12222	Hear
05-11218	Hear
06-0116	Hear
05-08156	Hear
06-0107	Hear
05-12226	Admonish
05-12227	Admonish
06-0106	Dismiss
05-12230	Dismiss
05-08149	Admonish
06-0112	Admonish
06-0104	Admonish
06-0110	Dismiss
05-09165	Dismiss
05-12229	Hear
05-12221	Hear
05-11219	Admonish (<i>Mr. Campbell, dissented</i>)
05-12228	Admonish
05-12225	Dismiss
06-0105	Hear
06-0103	Hear
06-0102	Defer
06-0109	Admonish
06-0114	Hear
06-0113	Admonish
06-0115	Hear
05-11213	Hear
06-0234	Hear
05-11212	Dismiss
05-12231	Dismiss
06-0101	Hear
06-0108	Admonish
05-08135	Dismiss
05-0109	Hear
04-09117	Dismiss Without Prejudice

Character/Fitness Review

<u>Case Number</u>	<u>Decision</u>
99-0499	Approve
06-023	Approve
06-024	Approve
06-025	Approve
06-027	Approve
06-028	Approve
06-029	Approve
06-031	Approve
06-032	Approve
06-033	Approve
06-034	Approve
06-035	Approve
06-007	Approve
06-036	Approve
06-037	Approve
06-038	Approve
06-026	Approve
06-030	Approve
06-039	Approve
05-041	Approve
06-042	Approve
06-043	Approve
06-044	Approve
06-045	Approve
06-046	Approve
06-011	Approve
06-047	Approve
06-018	Approve
06-048	Approve
06-040	Approve
06-049	Approve
06-050	Approve
06-051	Approve
06-052	Approve

Agreed Orders

<u>Case Number</u>	<u>Decision</u>
04-0569 (Beverly Miller)	Accept Agreed Order suspending Respondent's certificate for a period of ninety (90) days beginning May 20, 2006. Respondent shall surrender the original

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and all copies of her certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, Third Floor, Frankfort, KY 40601.

Reinstatement of Respondent's certificate is expressly conditioned upon Respondent providing written evidence to the Board that she has successfully completed three (3) hours of Administrative Code Training with the Kentucky Department of Education and an additional twelve (12) hours of professional development/training in the areas of professional responsibility and ethics. All professional development/training must be approved by the Board and completed at Respondent's expense.

If Respondent fails to satisfy this condition, her certificate shall not be reinstated.

Vote: Unanimous

- 05-0118 (Timothy Gentry) Accept Agreed Order suspending Respondent's certificate for a period of forty five (45) days beginning May 1, 2006. By May 1, 2006, Respondent shall surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Failure to do so will result in further disciplinary action by the Board. Reinstatement of any Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the forty-five (45) day suspension period is expressly conditioned upon Respondent providing written evidence to the Board that he has complied with the following:
- Respondent must provide proof that he has received twelve (12) hours of professional development in the area of anger management and twelve (12) hours of professional development in the area of safe crisis management as approved by the Board by June 14, 2006. If Respondent fails to complete this training by June 14, 2006, his certificate will automatically be suspended until such training is completed. Any cost for said training will be born by Respondent.
- Respondent's certificate is on probation for a period of two (2) years beginning on May 1, 2006. If Respondent receives another complaint involving inappropriate use of force with a student during this two (2) year period, his certificate will automatically be revoked for a period of three (3) years. Respondent has agreed to waive his

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right to a due process hearing as provided in KRS 13B during this two (2) year probationary period.

Vote: Unanimous

05-0368 (Amy Hall)

Accept Agreed Order revoking Respondent's certificate. Respondent shall surrender the original and all copies of her certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3rd Floor, Frankfort, KY 40601. Respondent shall neither apply nor be issued a teaching certificate in the Commonwealth of Kentucky for a period of ten (10) years from March 23, 2005. At the conclusion of the ten year period, issuances of any certificate to Respondent or on her behalf is expressly conditioned upon Respondent providing, in addition to proof of any academic requirements, written evidence of the following:

- a. Respondent shall successfully complete twelve (12) hours of professional development/training in the areas of ethics and teacher/student boundary issues as approved by the board. Any expense for said professional development/training shall be paid by Respondent; and
- b. Respondent shall undergo a comprehensive evaluation by a mental health professional certified and/or licensed in Kentucky to provide sex offender evaluations and treatment. Respondent shall provide this evaluation to the Board along with proof that she has successfully completed any and all treatment recommendations. Any expense for the evaluation and for any recommended treatment shall be paid by Respondent. Should Respondent fail to satisfy either of these conditions, the Board shall deny any application for certification submitted by Respondent or on her behalf.

Vote: Unanimous

05-06112 (John Jaggers)

Accept Agreed Order suspending Respondent's certificate for a period of ten (10) days beginning April 3, 2006. Respondent shall surrender the original and all copies of his certificate immediately, by first class mail or personal delivery to the EPSB, 100 Airport Road, 3rd

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Floor, Frankfort, KY 40601. This settlement agreement is expressly conditioned upon Respondent providing written evidence to the Board that he has successfully completed three (3) hours of Administrative Code Training with the Kentucky Department of Education on or before August 1, 2006. The cost of this training, if any, shall be paid by Respondent.

If Respondent fails to satisfy this condition by August 1, 2006, his certificate shall be automatically suspended until such time as this condition is met.

Vote: Unanimous

05-0111 (Iris Carter)

Accept Agreed Order in which Respondent acknowledged that inappropriate use of discipline with a student violates the Kentucky Code of Ethics for Kentucky School Personnel by failing to protect the health, welfare and safety of a child. Any further misconduct of this nature will not be tolerated by Respondent. Respondent is also required to obtain twelve (12) hours of anger management training if she chooses to use her Kentucky Teaching Certificate at anytime in the future. Respondent must notify the Standards Board of her intent to teach and provide proof that she has obtained the required twelve (12) hours of training. Should Respondent fail to obtain the required training and accept any position in a school system, her certificate will automatically suspended for a period of six (6) months and will remain suspended until proof of the training has been shown. All costs associated with the training will be born by Respondent.

Vote: Unanimous

05-08159 (David
Vanlandingham)

Accept Agreed Order in which Respondent agrees to neither apply for, nor be issued, a teaching certificate in the Commonwealth of Kentucky for a period of twenty (20) years from the date of acceptance of this Order by the Board. Moreover, no certificate shall be issued on Respondent's behalf for a period of twenty (20) years from the date of acceptance of this order by the Board. Issuance of any Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the twenty (20) year revocation period is expressly conditioned upon Respondent providing

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written evidence to the Board, at the time of application, that he has complied with the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of sexual harassment, ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: Unanimous (*Mr. Cibulka, recused*)

05-0476 (Mary Doerflinger) Accept Agreed Order admonishing for her unprofessional conduct in managing student behavior. The Board reminds Respondent that she has a duty to take reasonable measures to protect the health, safety, and emotional well-being of students. An educator should refrain from touching students' jackets, shirts or bodies to direct their behavior unless an emergency or a threatening situation arises. The Board will not tolerate any further incidents of misconduct from Respondent. This settlement agreement is expressly conditioned upon Respondent providing written proof to the Board that she has received twelve (12) hours of professional development/training in Safe Crisis Management, as approved by the Board, no later than June 30, 2006. Any expense incurred for said training shall be paid by Respondent. If Respondent fails to satisfy this condition by June 30, 2006, her certificate will automatically be suspended until such training is completed and the appropriate written proof is provided to the Board.

Vote: Unanimous

05-0365 (Kendrick Waddell) Accept Agreed Order suspending Respondent's certificate for a period of ten (10) days beginning April 1, 2006. Furthermore, Respondent is admonished for his failure to maintain the dignity and integrity of the profession. Although these emails were sent between consenting adults, Respondent should have been cognizant of the fact that students could have viewed these emails. Sexually explicit language of this type should not be produced or transmitted in a school setting. Any further conduct of this type will not be tolerated by the Board. This settlement agreement is expressly conditioned upon the following:

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1. Respondent shall provide written proof to the Board that he has received twelve (12) hours of professional development/training in ethics, as approved by the Board, no later than June 30, 2006. Any expense incurred for said training shall be paid by Respondent.
2. Respondent shall provide written proof that he has completed sexual harassment training, as approved by the Board, no later than June 30, 2006. Any expense incurred for said training shall be paid by Respondent.
3. Respondent shall provide written proof to the Board that he has completed twenty (20) hours of community service/volunteer service to state or local 501(c) 3 charitable organizations that provide support and care for critically ill children or to a local hospice organization, as approved by Board, by December 31, 2006.

Respondent agrees that should he fail to satisfy any of the above conditions, his certificate shall be automatically suspended until Respondent provides written proof to the Board that he has completed the conditions.

Upon acceptance of this agreement by the Board, Respondent or his attorney shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601. Failure to do so shall result in further disciplinary action by the Board.

Vote: Unanimous

05-0361 (Everett McMannis) Accept Agreed Order revoked for a period of ten (10) years from the date this order is approved by the Board. Upon acceptance of this agreement by the Board, Respondent shall immediately surrender the original and all copies of his certificate to the EPSB, by delivering or mailing to 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601.

Issuance of any Kentucky teaching or administrative certificate to Respondent, or on his behalf, at the conclusion of the ten (10) year revocation period is expressly conditioned upon Respondent providing

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written evidence to the Board, at the time of application, that he has complied with the following:

Respondent shall complete twelve (12) hours of professional development/training in the areas of sexual harassment, ethics and appropriate teacher/student relationships and/or boundary issues, as approved by the Board. Any expense incurred for the program shall be paid by Respondent.

Vote: Unanimous

Findings of Fact, Conclusions of Law and Recommended Orders

Consideration of the following matter took place with attorney Alicia A. Sneed out of the room.

Case Number

Decision

04-0101 (Calvin Triplett)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order and issue a Final Order prohibiting Respondent from applying for a teaching certificate for a period of ten (10) years. For any application for certification after that time period, the respondent bears the burden of demonstrating his fitness to return to the profession as provided by KRS 161.120(11)(a)

Vote: Unanimous

95-10167 (Terry Mann)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's Recommended Order and issue a Final Order revoking Respondent's active teaching certificates and prohibiting him from applying for any other certifications for a period of five (5) years. The additional two years of revocation beyond the Hearing Officer's recommendation is based upon the serious nature of Respondent's conduct and the long span of years during which he served as a principal without certification by the Board as required by law. For any application for certification after that time period, the respondent bears the burden of demonstrating his fitness to return to the profession as provided by KRS 161.120(11)(a)

Vote: Unanimous (*Mr. Juett, recused*)

05-0579 (Deborah Delong)

Adopt the Hearing Officer's Findings of Fact and Conclusions of Law, Modify the Hearing Officer's

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Recommended Order and issue a Final Order prohibiting Respondent from applying for a teaching certificate for two years. For any application for certification after that time period, the respondent bears the burden of demonstrating her fitness to return to the profession as provided by KRS 161.120(11)(a)

Vote: Unanimous

Motion made by Ms. Thompson, seconded by Ms. Williams, to adjourn the meeting.

Vote: Unanimous

The meeting adjourned at 3:55 PM.

Next Meeting: May 15, 2006
 9:00AM
 EPSB Board Room
 Frankfort, Kentucky

Retreat Agenda
Education Professional Standards Board
Holiday Inn University Plaza, Bowling Green, Kentucky
June 9–11, 2006

*Please note that all retreat meetings will be held in Salon B and breaks will be held in Plaza Deck 2.

Friday, June 9, 2006

- 4:00 pm–5:00 pm Division Updates (Ms. Alicia Sneed; Mr. Mike Carr; Mr. Robert Brown; Dr. Marilyn Troupe)
- 5:00 pm–6:00 pm Revitalizing EPSB Goals and Initiatives for 2006-2008
- 6:00 pm *Recess (Dinner on Your Own)*

Saturday, June 10, 2006

- 7:30–8:30 am *Continental Breakfast*
- 8:30–10:00 am **Educator Preparation Issues** (Dr. Troupe)
- ✓ Should the EPSB staff and Board review the reporting procedures between the Board of Examiners (BOE) and the Accreditation Audit Committee (AAC)?
 - ✓ How can we monitor accreditation of off-campus sites that offer self-standing programs?
 - ✓ Should the EPSB require out-of-state institutions offering teacher preparation programs in Kentucky to be accredited through the Southern Association of Colleges and Universities?
 - ✓ What does the updated Admissions and Exit Data tell us?
- 10:00–10:15 am *Mid-Morning Snack and Break*
- 10:15–11:00 am **Educator Preparation Issues (Cont.)** (Dr. Troupe)
- ✓ Should the EPSB set minimum requirements on clinical/practicum experiences prior to student teaching?
 - ✓ Should the EPSB stipulate that a major is required in the certification area?
 - ✓ Should the EPSB develop or adopt standards for online and distance learning in Educator Preparation programs?

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11:00 am–12:00 pm **Professional Learning and Assessment Issues** (Mr. Brown)

- ✓ What have we learned from the Teacher Quality Grant?
- ✓ Should we revise the Quality Performance Index (QPI)?
- ✓ What is the Highly Qualified Teacher (HQT) Status for 2005/2006?

12:00–1:00 pm *Lunch Buffet*

1:00–2:00 pm **Legal Services Issues** (Ms. Sneed)

- ✓ Should admonishments be more public, and if so, how?
- ✓ Should the Board develop and implement a training course for Board members to use to conduct educator misconduct information sessions for school districts?
- ✓ How will the 2005 statutory changes in KRS 156.101 affect how the EPSB sanctions administrators for failing to earn the required number of EILA hours per year?
- ✓ Should the EPSB revisit the character and fitness questions on the application for certification?

2:00–2:45 pm **Certification Issues** (Mr. Carr)

- ✓ How will the EPSB implement KRS 164.772 requiring that teachers who are in default of KHEAA student loans on issuance & renewal of a certificate?
- ✓ Should the Board review certificate types based on the evolution of No Child Left Behind (NCLB)?
- ✓ What certification issues should the Board consider related to the increase in distance learning classrooms?

2:45–3:00 pm *Dessert and Coffee Break*

3:00–4:00 pm **Operational and Other Issues** (Ms. Allen; Dr. Rogers)

- ✓ EPSB's Budget

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4:00–5:00 pm Board members and Executive Director mid-year conversation
(Closed Session pursuant to KRS 61.810 (1)(f))

5:00 pm *Recess (Dinner on Your Own)*

Sunday, June 11, 2006

8:00–9:00 am *Breakfast Buffet*

9:00–9:45 am Revisiting the EPSB Goals and Initiatives for 2006-2008 (Dr. Rogers)

9:45–10:15 am Drafting the 2007 Legislative Agenda (Ms. Allen)

10:15–11:00 am Other Concerns/Interests of EPSB Members

11:00 am **Adjourn**

11:00–11:30 am Staff Debriefing

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Information/Discussion Item A](#)

Information Item:

16 KAR 7:010 Kentucky Teacher Internship Program (KTIP) (Emergency) Amendment, Notice of Intent; Revising assessments for evaluating teacher interns and related changes,

Applicable Statutes and Regulation:

KRS 161.030
16 KAR 7:010

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Background:

In October 2002, the United States Department of Education awarded the EPSB a Title II Teacher Quality Enhancement Grant (TQEG), which proposed investigating alternative teacher performance assessments to replace the current assessments used in the Kentucky Teacher Internship Program (KTIP).

Utilizing Teacher Work Sample (TWS) methodology, the revised KTIP assessments are designed to put an increased emphasis on student learning by using direct evidence of an intern's ability to design and implement standards-based instruction, analyze student learning, reflect on the teaching and learning process, and make instructional adjustments. To sustain scoring reliability, these instructionally focused performance assessments are supported by validated rubrics and guidelines.

The new KTIP performance assessments consist of three components:

1. Observation of Classroom Instruction using a revised Intern Performance Record (IPR);
2. Professional Responsibilities Tasks, and the
3. Design of an Instructional Unit.

To date, three cohorts totaling 659 interns have been introduced to the new assessments through the KTIP pilot program under the TQEG. The first two cohorts of teachers in the pilot have participated in a two-year pilot, and the third cohort is participating in a one-year pilot. The first cohort completed the two-year cycle in the spring of 2005 by using the TWS in place of the portfolio, and the second and third cohorts are using the TWS during the 2005-2006 school year.

There is significant support for using TWS methodology to revise the current assessments of new teachers through the Kentucky Internship Program (KTIP).

- During the March 20, 2006 EPSB meeting, practitioners from Jessamine and Marion Counties shared their successes using the new KTIP performance assessments. In their presentation the practitioners reported confidence in their ability to assess student learning and enhance student achievement as a result of their experience with the new assessments. These practitioners favor continued use of the new KTIP performance assessments in their school districts for next year.
- Currently, 13 of Kentucky's colleges and universities are implementing TWS methodology similar to the new KTIP performance assessments in their teacher preparation programs, and another 7 indicate they are preparing to do so.
- A University of Louisville evaluation report on the utility of a two-year KTIP model (available online at www.kyteacherquality.org/research/resources.cfm) also included a survey of interns, resource teachers, principals, and teacher educators on their preference for the new assessments based on TWS methodology versus the old portfolio. The below table indicates that all groups believed the TWS methodology did a better job of improving teacher effectiveness and assessing an intern's progress.

Percentages That Favored the TWS Over the Portfolio, by Group

<i>Educator Group</i>	<i>Aim: Improve Teaching Effectiveness</i>	<i>Aim: Assess an Intern's Progress</i>
Intern	83.3%	76.7%
Resource teacher	56.5%	70.0%
Principal	80.0%	77.8%
Teacher educator	75.0%	60.0%

Additionally, interview data from 2004 and 2005 revealed little, if any, support for the traditional portfolio. Similarly, survey results indicated that traditional interns were skeptical that the portfolio process had improved or would improve their teaching – about half thought that it would help their teaching “not at all.” Open-ended write-ins to the survey suggested that interns considered the portfolio “busy work” that was disconnected from the practical realities of teaching, a distraction that took attention away from students and their needs, and a product redundant with those developed in their pre-service training.

Overall, all Pilot educator groups favored the new KTIP performance assessments over the traditional KTIP portfolio with respect to two key goals: (1) accurately assessing interns' progress and (2) improving interns' instruction. They reported that the TWS promoted analysis and reflection by requiring interns to look more closely at the work of individual students.

- The EPSB's Kentucky Advisory Council for Internship (KACI) supports the implementation of the new KTIP performance assessments for the following reasons:
 1. The Teacher Work Sample approach is supported by research
 2. The TWS is the next logical step toward improving teachers' effectiveness in facilitating student learning.
 3. A phase-in process will allow time for school districts and teacher education programs to train participants.
 4. It is imperative that we build on the foundation established by the Teacher Quality Enhancement Grant.

KACI recommends full statewide implementation in 2008-2009 and suggests the following timeline (appropriate regulation changes will be submitted accordingly):

2006-2007

- Volunteer use of the new KTIP performance assessments
- Refinement of materials and guides continues
- Refinement of KTIP Committee Training to use the new KTIP performance assessments

2007-2008

- Volunteer use of the new KTIP performance assessments
- Refinement of materials continues
- As of January 1, 2007 all training provided using the new KTIP performance assessments
- Training committees using the old assessments available online (www.KyEducators.org) only

2008-2009

- Statewide implementation
- Waivers provided to those who have completed one-semester of the internship that used the old assessments

EPSB staff concurs with the KACI recommendations. In order to provide ample time for the implementation of the new KTIP assessments, the following amendments to 16 KAR 7:010 are required at this time:

1. Removal of language allowing for additional stipend for the pilot project mentor, including addition funds being paid to National Board teachers
2. Removal of language giving a stipend to attend a special training for TWS
3. Removal of language allowing mandating the video-taped lesson for Cycle III
4. Use of revised TWS materials to be incorporated by reference

If the Board concurs with the presented timeline and amendments to 16 KAR 7:010, an action item for final approval will be presented at the June 2006 Board meeting.

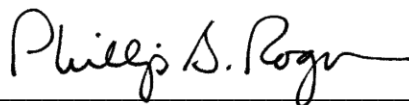
Groups/Individuals Consulted

1. Kentucky Advisory Council for Internship
2. Regional KTIP Coordinators
3. Practitioners
4. Teacher Quality Enhancement Grant Task Force
5. University of Tennessee Institute for Assessment and Evaluation
6. Researchers from the University of Louisville

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 156.101, 161.028, 161.030, 161.048, 161.095

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030, 161.1222

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. ~~[KRS 161.1222(1) authorizes the Education Professional Standards Board to implement a pilot internship project.]~~ This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program ~~[and the Kentucky Teacher Internship Pilot Project].~~

Section 1. Definitions. (1) "Half-time basis" means teaching fifteen (15) hours per week in the intern's area of certification.

(2) "Instructional day" means a day that:

(a) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and

(b) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

(3) "Resource Teacher Time Sheet" means a copy of the document of the same name that is contained on the Education Professional Standards Board (EPSB) website ~~[Web site]~~, www.kyepsb.net and in the publication, "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants."

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(4) "Teacher intern" means any new teacher or out-of-state teacher with less than two (2) years of successful teaching experience, preschool through grade twelve (12), who has obtained a provisional certificate and is seeking initial certification in Kentucky.

Section 2. Basis for Professional Judgment by the Beginning Teacher Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation and in "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants".

(2) In arriving at its professional judgment, the beginning teacher committee shall take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the internship. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) An ongoing review of documented evidence developed by the intern of progress toward demonstration of the applicable standards; ~~[portfolio materials or pilot project Teacher [Work Sample] that shall be developed by the teacher intern;]~~ and

(c) A review of the teacher intern's response to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the internship.

(3) Throughout the internship, the teacher intern and the beginning teacher committee shall utilize the New Teacher Standards ~~[new teacher standards]~~ for Preparation and Certification established by the Education Professional Standards Board in 16 KAR 1:010. Interns and their committees utilizing the new Teacher Performance Assessment shall use the

benchmarks for each standard as outlined in the Teacher Performance Assessment Handbook.

(4) For interns and committees utilizing the new Teacher Performance Assessment, the intern shall also demonstrate a Leadership Standard. However, scoring for the Leadership Standard shall not apply to a determination of the intern's success or failure of the internship.

Section 3. Beginning Teacher Committee Membership Appointment. (1)(a) School districts shall maintain a pool of resource teachers and principals who have successfully completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(b) The Kentucky Teacher Internship Program Committee training may be approved for up to twelve (12) hours of professional development credit toward the continuing education requirements for resource teachers pursuant to KRS 161.095 and Effective Instructional Leadership Act (EILA) credit for administrators pursuant to KRS 156.101.

(2) The employing school district shall recommend principals and resource teachers for appointments by the Education Professional Standards Board to beginning teacher committees.

(3) If the teacher intern is teaching at a nationally or regionally accredited nonpublic school without a principal, the accrediting organization's guidelines for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, the school shall provide a written rationale for the appointment to the Education Professional Standards Board for approval.

(4) Representatives of the teacher training institutions [~~institution~~] shall consult the Education Professional Standards Board with respect to the school districts and the

geographical area to be served by teacher educator members on beginning teacher committees. All teacher educators shall have completed the Kentucky Teacher Internship Program Committee training in order to assure eligibility for appointment to beginning teacher committees.

(5) The teacher training institution shall appoint a teacher educator no later than October 1 for the fall semester and February 15 for the spring semester. If the teacher intern is employed after the date required for appointment of the teacher educator, the teacher training institution shall appoint a teacher educator no later than ten (10) days after being notified by the district of the need for a teacher educator.

(6) If the superintendent or designated nonpublic school head or leader determines that a teacher educator is unsuitable for appointment, the superintendent or designated nonpublic school head or leader [~~head or~~] shall submit a written request for removal to the Education Professional Standards Board. The request shall contain the following:

- (a) The facts and circumstances that form the basis for removal for cause; and
- (b) The name of a qualified replacement submitted after consultation with the district or employing school Kentucky Teacher Internship Program Coordinator.

(7) The Education Professional Standards Board shall send written notification to the teacher intern, the beginning teacher committee, the superintendent or designated nonpublic school head or leader, and the teacher training institution of its decision regarding the request for removal.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters totaling at least 140 instructional days of employment in a certified position in the intern's area of certification for which the teacher intern receives compensation in two (2) consecutive school years.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district or nonpublic school shall complete and submit to the Education Professional Standards Board the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable~~[- The Confirmation of Employment shall be completed for each teacher intern and submitted to the Education Professional Standards Board]:~~

1. On or before October 15 for a teacher intern participating in the internship for the fall semester; or

2. On or before February 15 for a teacher intern participating in the internship for the spring semester.

(b) If the teacher intern begins employment after the dates established for submission of the Confirmation of Employment in paragraph (a) of this subsection, the school district or employing school shall submit the Confirmation of Employment in electronic form or in hard copy if the electronic submission system is unavailable within ten (10) days of the date of hire. A one (1) year internship certificate shall be issued in accordance with the provisions of 16 KAR 2:010 and 16 KAR 4:050.

(c) If the district fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) or (b) of this subsection, and there is insufficient time remaining for the teacher intern to complete the number of days required under subsection (1) of this section, the district shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when at least seventy (70) instructional days are available.

(d) Failure to submit [~~return~~] the completed Confirmation of Employment or declare an emergency in accordance with paragraph (a) or (b) of this subsection shall:

1. Be a violation of KRS 161.020; and
2. Result in the number of days the teacher intern taught without a valid certificate being included in the out of field report submitted to the Commissioner of the Department of Education in accordance with KRS 161.1221.

(4) A teacher intern may participate in the internship if the intern is teaching on at least a half-time basis. A school district or nonpublic school offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board staff for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how

- 1 the part-time employment offered by the district or nonpublic school is commensurate with
2 the half-time basis requirement of this administrative regulation.
- 3 (5)(a) Termination or resignation of the internship shall be prohibited unless a written
4 resignation detailing the facts surrounding the resignation is received and approved by:
- 5 1. The superintendent or designated nonpublic school head or leader; and
 - 6 2. The Education Professional Standards Board staff.
- 7 (b) A teacher intern who terminates or resigns the internship without the approval of the
8 Education Professional Standards Board staff shall be recorded as unsuccessfully completing
9 the internship for that school year.
- 10 (6) The internship shall be established in a classroom which corresponds to the certificate of
11 the teacher intern. An internship shall not be established in a classroom designated as an
12 alternative school, classroom or program unless the district superintendent or designated
13 nonpublic school head or leader submits a written request for a waiver to the staff of the
14 Education Professional Standards Board. The request shall include the following:
- 15 (a) The type of students that attend the alternative school, classroom or program;
 - 16 (b) The student selection and placement process;
 - 17 (c) The level of support for students and faculty provided by the district or nonpublic school;
 - 18 (d) The degree of administrative support within the program, classroom or school;
 - 19 (e) The location and facility that houses the program, classroom or school;
 - 20 (f) The instructional resources [~~that are~~] available to the faculty;
 - 21 (g) The curriculum used by the program, classroom or school;
 - 22 (h) The manner in which the program, classroom or school collaborates with other schools
23 within the district;
 - 24 (i) The current faculty and staff positions assigned to the program, classroom or school;

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(j) A brief description of how a teacher intern placed in the alternative program, classroom or school could demonstrate that the teacher intern has met all of the applicable standards. [~~new teacher standards~~];

(k) Contact information for an individual who could provide additional information about the request; and

(l) A signed affidavit by the superintendent, the superintendent's designee, or the designated nonpublic school head or leader confirming the information.

(7) The Education Professional Standards Board staff shall grant the waiver if there is a determination that the request and accompanying documentation sufficiently demonstrate that the level of support and services provided to the teacher intern assigned to an alternative school, classroom, or program is equivalent to that provided to a teacher intern placed in a nonalternative setting.

(8) If the waiver is granted, it shall remain in effect for the calendar year during which it is granted.

Section 5. Designation and Duties of Chair; Responsibilities of Resource Teacher, Teacher Intern, and Teacher Educator; Requirements for Timing and Content of Beginning Teacher Committee Meetings. (1) The principal member of the three (3) person beginning teacher committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for the timely submission of all documents and reports of the beginning teacher committee as required by this administrative regulation. All documents and reports shall be submitted through the electronic reporting system, or by hard copy if the electronic reporting system is unavailable. In addition, the chair shall:

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- 1 (a)1. Make three (3) official observation visits to the teacher intern's classroom with each
- 2 observation lasting one (1) hour in duration or one (1) class period; or
- 3 2. Make two (2) one (1) hour or one (1) class period observation visits followed by an
- 4 observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom
- 5 lessons;
- 6 (b) Conduct a lesson plan review prior to each of the three (3) observations and a
- 7 postobservation conference after each observation;
- 8 (c) Report progress observed and concerns to the committee at the scheduled committee
- 9 meetings;
- 10 (d) Monitor the time that the resource teacher spends with the teacher intern both in and out
- 11 of class and sign the electronic version of the resource teacher time sheets or the hard copy of
- 12 the resource teacher time sheets if the electronic reporting system is unavailable; and
- 13 (e) Ensure that all program policies and procedures are followed.
- 14 (2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's
- 15 progress in the internship.
- 16 (a) The resource teacher, upon completion of Kentucky Teacher Internship Program
- 17 Committee Training and upon appointment, shall begin to assist the teacher intern.
- 18 (b) The resource teacher shall spend a minimum of twenty (20) hours working with the
- 19 teacher intern in the classroom setting.
- 20 1. As a portion of the twenty (20) hours, the resource teacher shall conduct:
- 21 a. Three (3) official observations with each observation lasting one (1) hour in duration or
- 22 one (1) class period; or

Agenda Book

b. Two (2) observations lasting one (1) hour in duration or one (1) class period followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons.

2. The observations shall be preceded by a pre-observation conference and lesson plan review and shall be concluded with a post-observation [~~postobservation~~] conference.

(c) Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete at least fifty (50) hours of out-of-class time identified in KRS 161.030 in consultation with the teacher intern to:

1. Assist the teacher intern in the development of professional growth plan;
2. Assist the teacher intern in areas identified in the professional growth plan;
3. Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;
4. Arrange activities for the teacher intern such as attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan;
5. Continually assess the teacher intern's progress in the internship in relation to each of the new teacher standards; and
6. Enter and submit data into the online Resource Teacher Time Sheet or the hard copy of that document if the electronic reporting system is unavailable. This document is located within "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher Internship Program Participants," incorporated by reference.

(d) The resource teacher shall divide the consultation time required in paragraph (c) of this subsection into appropriate increments that provide support for the teacher intern throughout the semester. The resource teacher shall not spend this required consultation time with the

- 1 teacher intern at required in school or district-wide meetings, or any other activity for which
2 the resource teacher receives compensation from the district or employing school, to include
3 professional development activity.
- 4 (3) The teacher intern shall:
- 5 (a) Complete all requirements of the Kentucky Teacher Internship Program as established in
6 KRS 161.030 and this administrative regulation, including compliance with the new teacher
7 standards;
- 8 (b) Attend the orientation, pre-observation [~~preobservation~~] and post-observation
9 [~~postobservation~~] conferences with individual committee members, and all beginning teacher
10 committee meetings;
- 11 (c) Participate with the resource teacher in the fifty (50) hours of consultation time to be
12 spent outside of an instructional setting;
- 13 (d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional
14 observation;
- 15 (e) Complete a professional growth plan (PGP);
- 16 (f) Prepare for three (3) official one (1) hour observations by each committee member during
17 the year, including submitting a written lesson plan to the observer in a timely fashion prior
18 to each visit. Each observation shall be one (1) hour in duration or one (1) class period;
- 19 (g) Develop documentary evidence of progress toward demonstration of the applicable
20 standards [~~a portfolio or Pilot Project Teacher Work Sample~~] for presentation and review at
21 committee meetings; and
- 22 (h) Review all electronic documents completed by the beginning teacher committee and affix
23 an electronic signature where required. If the electronic version of the documents are

Agenda Book

unavailable through the electronic reporting system, the teacher intern shall review and sign hard copy versions of these documents.

(4) The teacher educator shall:

(a) 1. Make three (3) official observations of the teacher intern with each observation lasting one (1) hour in duration or one (1) class period; or

2. Make two (2) observations of one (1) hour in duration or one (1) class period, followed by an observation of the teacher intern's one (1) hour or one (1) class period videotaped classroom lessons;

(b) Conduct a lesson plan review prior to each of the three (3) observations and a post-observation conference after each observation; and

(c) Report progress observed and concerns to the committee at the scheduled committee meetings;

(5) Observations and committee meetings shall be scheduled in accordance with the following:

(a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;

(b) The second meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting and shall have been preceded by classroom observations by all committee members;

(c) The third meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting and shall have been preceded by a second set of classroom observations by all committee members; and

- 1 (d) The fourth meeting shall be held between 111 and 140 instructional days following the
2 orientation meeting and shall have been preceded by a third set of classroom observations by
3 all committee members.
- 4 (6) Committees formed during the spring semester shall establish a meeting schedule that
5 observes the time sequences established in subsection (4) of this section for the full-year
6 teacher interns but which shall span the spring and fall semesters of two (2) school years.
- 7 (7) (a) Classroom observations conducted by committee members shall be:
- 8 1. Of at least one (1) hour or one (1) class period in duration; and
9 2. In the classroom or at the work station of the teacher intern.
- 10 (b) Additional classroom observations may be conducted at the option of the committee.
- 11 (c) All classroom observations shall be scheduled in advance in order to provide adequate
12 time for preparation by the teacher intern.
- 13 (8) All members of the committee shall attend all four (4) meetings of the committee.
- 14 (9) At the orientation meeting of the beginning teacher committee, the following items shall
15 be addressed:
- 16 (a) Expectations on the part of the teacher intern and each committee member;
17 (b) Procedures and materials for classroom observations;
18 (c) Use of classroom observation data in designing the teacher intern's professional growth
19 plan;
- 20 (d) Requirements for the intern for compiling documentary evidence of progress toward
21 demonstration of the applicable standards. [~~portfolio or Pilot Project Teacher Work Sample~~];
22 (e) General schedule for the events to take place during the internship program; and
23 (f) Work of the resource teacher with the teacher intern.

(10) (a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the interns documented evidence of progress toward demonstration of the applicable standards [~~portfolio or Pilot Project Teacher Work Sample~~], and reports of the resource teacher that shall support the growth of the teacher intern.

(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in relation to each of the new teacher standards.

(11) The Professional Growth Plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the teacher intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all new teacher standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions. (1) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year teacher interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first. For midyear teacher interns completing the internship in December, the final report shall be submitted by December 15. The final report shall be accompanied by the resource teacher time sheets.

(2) If a teacher intern's performance is judged by the committee to be unsatisfactory, the teacher intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher intern does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(3)(a) If the teacher intern is unable to complete the internship within one (1) school year in accordance with the requirements of Section 5 of this administrative regulation, an interim report shall be submitted to the EPSB through the electronic system, or by hard copy if the electronic system is unavailable ~~[to the EPSB]~~ within ten (10) days of the date the internship ceases.

(b) Under extraordinary circumstances and with the approval of the EPSB, the teacher intern may continue the internship during a subsequent school year if employed in a public or nonpublic accredited school. Extraordinary circumstances shall include:

1. Serious medical conditions;
2. Temporary disability; or
3. Military deployment.

(c) The provisions of Section 4 of this administrative regulation shall not apply in this situation.

Section 7. Payments to Committee Members. (1) In accordance with the budgetary act, the Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not serve as a resource teacher for more than one (1) teacher intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, the stipend shall be:

1. \$1,400 for a year of service; and

2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred or on an annual basis for full-year interns with payment being disbursed at the end of the one (1) year internship. The frequency of the disbursement shall be at the option of the district if the resource teacher is serving in a public school district. If the resource teacher is serving in a nonpublic school, the frequency of the disbursement shall be determined by the submission of the resource teacher time sheets.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board staff shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

Section 8. Use of the New Teacher Performance Assessment by Internship Participants

~~[Participation in the Kentucky Teacher Internship Pilot Project]~~. (1) Beginning with the

2006-07 school year, and continuing throughout the 2007-08 school year, [As an alternative

- 1 ~~to participation in the one (1) year Kentucky Teacher Internship Program;~~ a school or
2 district [teacher intern] may [elect to] require all interns employed to use the new Teacher
3 Performance Assessment in lieu of the traditional internship assessments that were contained
4 within “Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky
5 Teacher Internship Program Participants.”
- 6 (2) Beginning with the 2008-09 school year all school districts and all nonpublic schools
7 participating in the Kentucky Teacher Internship Programs shall use the new Teacher
8 Performance Assessment in lieu of the traditional internship assessments that were contained
9 within “Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky
10 Teacher Internship Program Participants.” [participate in the one (1) year Kentucky Teacher
11 Internship Pilot Project authorized by KRS 161.1222.]
- 12 ~~[(2) Application for the pilot project shall be made by completing the KTIP Pilot Project~~
13 ~~Application Form or its online equivalent found on the Education Professional Standards~~
14 ~~Board website at www.kyepsb.net and submitting it to the Education Professional Standards~~
15 ~~Board. As a prerequisite to participation, the applicant shall have:~~
- 16 ~~(a) A bona fide offer of employment;~~
- 17 ~~(b) Approval for pilot project participation by the district superintendent or designated~~
18 ~~nonpublic school head or leader;~~
- 19 ~~(c) Approval for pilot project participation by the principal or designated nonpublic school~~
20 ~~head or leader; and~~
- 21 ~~(d) A resource teacher assigned in accordance with the provisions of this administrative~~
22 ~~regulation and KRS 161.030.~~
- 23 ~~(3) The Education Professional Standards Board shall select participants based upon a~~
24 ~~representative sample, taking into consideration the following criteria:~~

Agenda Book

- 1 ~~(a) Geographic location of the internship;~~
- 2 ~~(b) The teacher training institution from which the applicant graduated;~~
- 3 ~~(c) The grade level to be taught by the applicant;~~
- 4 ~~(d) The content area to be taught by the applicant; and~~
- 5 ~~(e) The route by which the applicant sought certification, traditional or alternative.~~
- 6 ~~(4) Incentives for pilot project participants shall include the following:~~
- 7 ~~(a) Opportunities for the teacher intern to observe experienced teachers;~~
- 8 ~~(b) Online training modules for creating the Teacher Work Sample; and~~
- 9 ~~(c) The development and use of the Teacher Work Sample in lieu of the traditional internship~~
- 10 ~~portfolio.~~
- 11 ~~(5) An individual serving as a resource teacher to a pilot project participant shall be paid in~~
- 12 ~~accordance with the provisions of Section 7 of this administrative regulation.~~
- 13 ~~(6) For an individual who has completed service as a pilot project mentor between December~~
- 14 ~~1, 2003 and August 29, 2005, and received a \$1000 stipend, the mentor shall receive an~~
- 15 ~~additional \$400. The EPSB shall forward the supplemental \$400 to the mentor after the~~
- 16 ~~effective date of this administrative regulation.~~
- 17 ~~(7) For an individual who has completed service as a pilot project mentor between December~~
- 18 ~~1, 2003 and August 29, 2005, and received a \$1000 stipend, the mentor shall receive an~~
- 19 ~~additional \$800 if, at the time of appointment as a mentor to a pilot project intern, the teacher~~
- 20 ~~had attained certification by National Board for Professional Teaching Standards. The EPSB~~
- 21 ~~shall forward the supplemental \$800 to the mentor after August 29, 2005.]~~
- 22 (3) [(8)] Prior to serving as a member of the beginning teacher [teaching] committee for an
- 23 intern using the new Teacher Performance Assessment [the pilot project], the principal,

1 resource teacher, and teacher educator each shall have completed the new Teacher
2 Performance Assessment [~~Work Sample~~] internship committee [~~Committee~~] training.

3 (4) [~~(9)~~] During the year of the [~~pilot project~~] internship using the new Teacher Performance
4 Assessment, the teacher intern and the beginning teacher committee shall utilize the
5 Kentucky Internship Program scoring rubrics and forms [~~Scoring Rubrics and Forms~~]
6 contained within the Kentucky Teacher Internship Teacher Performance Assessment
7 Handbook [~~Work Sample Guide~~], incorporated by reference.

8 [~~(10) An interim in the pilot project shall be required to prepare for and complete for the~~
9 ~~[pilot project committee members three (3) official observations with each lasting one (1)~~
10 ~~hour or one (1) class period in duration. One (1) of the official observations shall be of a~~
11 ~~videotaped classroom lesson prepared by the intern and lasting one (1) hour or one (1) class~~
12 ~~period in duration.]~~

13 (5) [~~(11)~~] To the extent that they do not conflict with this section, all other provisions of this
14 administrative regulation shall apply to the intern using the new Teacher Performance
15 Assessment [~~internship pilot project~~].

16 (6) [~~(12)~~] Participation in the Kentucky Teacher Internship using new The Teacher
17 Performance Assessment [~~Pilot Project~~] shall not alter any rights ordinarily afforded to
18 teacher interns or employing schools or school districts under the Kentucky Teacher
19 Internship Program. Use of the new Teacher Performance Assessment shall not form a basis
20 for appeal of an intern's failure of the Kentucky Teacher Internship Program.

21 Section 9. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of
22 four (4) persons. The appeals committee shall include:

23 1. One (1) teacher;

24 2. One (1) principal;

1 3. One (1) teacher educator; and

2 4. The Executive Director of the Education Professional Standards Board, or his or her
3 designee.

4 (b) The committee members shall be chosen from a pool of committee candidates appointed
5 annually by the Education Professional Standards Board.

6 (c) An appeals committee member shall not take part in a decision in which the member has
7 an interest or is biased.

8 (2)(a) The teacher intern shall file the appeal within thirty (30) calendar days of the date
9 written notice of failure of the internship is received by the teacher intern[?] by certified mail
10 return receipt requested. If the teacher intern fails to maintain a current address with the
11 Education Professional Standards Board or refuses to claim the certified mail, the appeal
12 shall be filed within thirty-five (35) days of the date the notice is mailed to the teacher
13 intern's last known address.

14 (b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy
15 to the members of the beginning teacher committee. Each member may file a written
16 response within fifteen (15) days of receipt.

17 (3)(a) The appeals committee shall review the written appeal by the teacher intern, all
18 beginning teacher committee reports, any additional documentation that accompanied the
19 final report, and any written responses from the members of the beginning teacher
20 committee.

21 (b) The appeals committee shall base its recommendation upon the following requirements:

22 1. Evidence of the teacher intern's ability to meet the requirements of the new teacher
23 standards;

- 1 2. Appropriate documentation of at least twenty (20) hours in the instructional setting and
- 2 fifty (50) hours outside normal working hours spent by the resource teacher in assisting the
- 3 teacher intern;
- 4 3. Assignment of beginning teacher committee members in accordance with legal
- 5 requirements;
- 6 4. Compliance with the requirements for the timing, content, reporting, and signing of
- 7 teacher intern performance records, meeting and observation forms, and resource teacher
- 8 time sheets; and
- 9 5. Agreement between teacher intern performance records, professional growth plans,
- 10 beginning teacher committee meeting reports, and the final decision of the committee.
- 11 (4) The appeals committee shall make a recommendation to the Education Professional
- 12 Standards Board on the appeal within sixty (60) days following the receipt of the appeal,
- 13 unless good cause exists for additional time. The Education Professional Standards Board
- 14 shall issue a final decision in each appeal reviewed by the appeals committee. The Education
- 15 Professional Standards Board may consider the appeals committee recommendation and the
- 16 records reviewed by the appeals committee in issuing its decision.
- 17 (5) If the decision of the beginning teacher committee is not upheld, the Education
- 18 Professional Standards Board shall issue the appropriate certificate to the teacher intern.
- 19 (6) If the decision of the beginning teacher committee is upheld, the Education Professional
- 20 Standards Board shall issue another Statement of Eligibility for Internship, unless:
- 21 (a) The teacher intern has exhausted the two (2) year provision for participation in the
- 22 Kentucky Teacher Internship Program; or
- 23 (b) The period of validity of the statement of eligibility has expired.

(7) If, during the appeal process, it becomes evident that the beginning teacher committee has committed some procedural violation during the internship which makes it impossible to determine if the teacher intern has in fact been unsuccessful, the Education Professional Standards Board may nullify the internship and allow the teacher intern to repeat the internship without penalty.

(8) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B. The request shall be filed in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the teacher intern.

(9) In notifying the teacher intern of the board's decision, the Education Professional Standards Board shall send the decision of the board to the last known address of the teacher intern. If the teacher intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail when presented, the request for a hearing shall be filed in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the teacher intern by certified mail.

Section 10. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 11. An intern serving the internship in Interdisciplinary Early Childhood Education (IECE) must successfully demonstrate the new teacher standards as adapted to the IECE standards and shall utilize the IECE Observation Instrument incorporated by reference.

- 1 Section 12. Incorporation by Reference. (1) The following material is incorporated by
2 reference:
- 3 (a) "Guiding and Assessing Teacher Effectiveness: A Resource Guide for Kentucky Teacher
4 Internship Program Participants," March 2005 edition;
- 5 (b) "Statement of Eligibility/Confirmation of Employment form," revised November 2004;
- 6 (c) [~~"KTIP Pilot Project Application Form", June 2003 edition;~~
- 7 ~~(d)~~] "Kentucky Teacher Internship Program Teacher Performance Assessment Handbook
8 [~~Pilot Project Teacher Work Sample Guide~~]", June 2006 [~~August 2005~~] edition"; and
- 9 (d) [~~(e) "KTIP Pilot Project Intern Performance Record, August 2005 edition"; and~~
- 10 ~~(f)~~] IECE Observation Instrument", January 2005 edition.
- 11 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
12 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
13 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item A

Action Item:

Review of Master's Degree for Rank Change and Efficacy for Improving Student Learning Committee's Final Report

Applicable Statute and Regulations:

KRS 161.028

16 KAR 8:010, 16 KAR 8:020, 16 KAR 8:021

Applicable Goals:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Goal V: Every teacher and administrator shall maintain the standards of the profession.

Background:

To maintain their certification Kentucky teachers must complete a master's degree or an equivalent within 10 years of their initial certification. Satisfying this requirement qualifies the teacher for an advance rank. For several years the EPSB has discussed the level of oversight of programs used for rank change. In September 2005, the EPSB appointed a committee to bring recommendations regarding design and approval of advanced rank change programs.

During the March 2006 Board meeting, staff presented a draft report of the committee's work for review and discussion. Board members' comments and discussion were used to refine the committee's final report.

Committee Recommendations for Program Components:

The following program components are established to direct institutions to develop advanced rank change programs which prepare candidates to be effective instructional leaders with sufficient content and pedagogical skills to improve P-12 student learning.

NOTE: This outline addresses advanced certification and rank. The term "student" refers to a P-12 student. The term "candidate" refers to a graduate student.

I. Program Design

- Collaboration with districts in design of programs

- Focus on student achievement
- Differentiated program based upon candidate interests and needs
- Include endorsements/enriched permissions
- Establish professional learning communities
- Effective utilization of assessment data
- Support job-embedded professional experiences for candidates
- Permits multiple career pathways
- Address ease of transferability across institutions in the program approval process

II. Program Curriculum

- Evaluate high-quality research on student learning
- Emphasize differentiated learning and classroom management
- Emphasize candidate expertise in content knowledge, as applicable
- Emphasize reflections that inform practice
- Emphasize leadership development
- Provide clinical experiences that enhance student achievement
- Align curriculum with state and national standards and Core Content/Program of Studies
- Utilize mixed delivery methods that might include:
 - Face-to-Face
 - Workshops/seminars/symposia
 - On-line or distance learning
 - Practicum
 - Weekend/night
 - District locations
 - Exemplary practitioners

III. Continuous monitoring and evaluation of candidate progress which demonstrates the ability to impact P-12 student learning which might include:

- Evaluate practicum/clinical experiences
- Conduct and/or design research projects
- Develop a culminating performance-based assessment event (such as a TWS-like project)

Kentucky educator preparation institutions currently have approved conceptual frameworks and continuous assessment plans that include admission and exit requirements and dispositional assessment criteria. Therefore, it was not deemed necessary to re-state those requirements in this proposal.

It was also determined that the program review and approval process should be determined by the EPSB.

Additional Committee Recommendations:

In addition to the above recommended guidelines for the redesign of programs used for advanced rank change, the committee unanimously offers the following recommendations:

- Combine the New and Experienced Teacher Standards into one set of Kentucky teacher standards.
- Continue to grant rank changes through the 5th and 6th year options.
- Continue to grant initial principal certification at the master's level.
- Require all advanced programs for rank change to be resubmitted for program review and approval.

Note: The committee also discussed their feeling that out-of-state institutions should be held to the same standards as in-state institutions

Alternative Actions:

1. Accept the final report of the Master's Degree Review Committee.
2. Accept the final report of the Mater's Degree Review Committee with noted changes.
3. Do not accept the final report of the Master's Degree Review Committee.

Staff Recommendation:

Alternative Action 1

Rationale:

The acceptance of this report does not obligate the EPSB to implement any specific recommendation. All changes to EPSB policy, procedures, or administrative regulations that relate to recommendations included in this report must be presented to the Board for due consideration and approval. Acceptance of this report does provide both the Board and staff necessary direction for future work.

Committee Members:

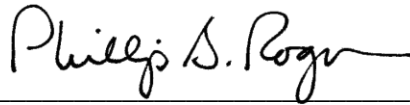
John T. DeAtley, Counsel on Postsecondary Education
James Cibulka, EPSB member and Dean of UK College of Education
Elaine Farris, Superintendent Shelby County Schools
Jeanne Fiene, Western Kentucky University
Missie Heady, Kentucky Education Association and teacher with Jessamine County Schools
Kent Juett, EPSB member and teacher with Fort Thomas Independent Schools
Steve Lin, EPSB member and teacher with Jefferson County
Eddie C. McCoy, Principal Pike County Central High School
Adam Renner, Bellarmine University
Orin Simmerman, Kentucky Department of Education

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Russ Wall, Murray State University
Lynne Wheat, Jefferson County Public Schools
Paul Wirtz, Northern Kentucky University

Contact Person:

Dr. Marilyn Troupe, Director
Division of Educator Preparation
(502) 564-4606
E-mail: marilyn.troupe@ky.gov



Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item B

Action Item:

2006-07 Meeting Dates

Applicable Statute:

KRS 161.028

Applicable Goal:

Goal VII: The efficient and effective operation of the board and its staff shall be facilitated via the provision of adequate staffing, technological support, facilities, and financial resources.

Background:

As stipulated in KRS 161.028, regular meetings of the board shall be held at least semi-annually on call of the chair. A recommended calendar for 2006-07, including the June 2007 annual retreat, is attached.

Alternative Actions:

1. Approve the meeting calendar for 2006-07 as recommended
2. Revise and approve the meeting calendar for 2006-07

Staff Recommendation:

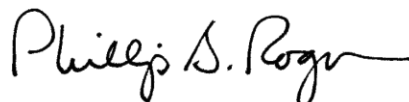
Alternative 1

Rationale:

Meeting dates and places must be scheduled as far in advance as possible to ensure availability of facilities.

Contact Person:

Ms. Ashley Abshire
Executive Assistant
(502) 564-4606, Ext. 259
E-mail: ashley.abshire@ky.gov



Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

2006-07 MEETING DATES

August 21, 2006

EPSB Offices, 100 Airport Road, 3rd Floor

September 25, 2006

EPSB Offices, 100 Airport Road, 3rd Floor

October 23, 2006

EPSB Offices, 100 Airport Road, 3rd Floor

November 20, 2006

EPSB Offices, 100 Airport Road, 3rd Floor

January 22, 2007

EPSB Offices, 100 Airport Road, 3rd Floor

March 19, 2007

EPSB Offices, 100 Airport Road, 3rd Floor

May 14, 2007

EPSB Offices, 100 Airport Road, 3rd Floor

June 15-17, 2007

Annual Board Retreat
(*Louisville, Kentucky*)

June 18, 2007

Board Meeting
(*Louisville, Kentucky*)

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item C

Action Item:

Northern Kentucky University - Alternative Route to Certification Proposal for Option 7, Institute for World Language Teachers, Grades P-12

Applicable Statutes and Regulation:

KRS 161.028, 161.048

16 KAR 5:010

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the EPSB approve Northern Kentucky University's Institute for World Language Teachers proposal for Option 7?

Background:

The General Assembly directed the EPSB to establish standards and procedures for the alternative certification options described in KRS 161.048. Legislators envisioned options for "persons who had distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools." Option 7 was created to allow certification of a person in a field other than education to teach in elementary, middle, or secondary programs." The candidate is issued a temporary provisional certificate that is renewable for a maximum of two (2) additional years. Candidates are required to exhibit content knowledge in their specific teaching field. The candidate must also participate in and successfully complete the Kentucky Teacher Internship Program in order to receive the regular professional certificate.

Northern Kentucky University (NKU) submitted a proposal to establish an Institute for World Language Teachers, Grades P-12 using Option 7, an alternative route to certification. There is a regional need for qualified teachers in world languages, and this institute will assist school districts in providing certification for candidates in this shortage area. The university has provided a proposal that includes the description of the institute, method of delivery, program review, and assessment criteria. The proposal includes entrance and exit requirements, the cost of the institute, and a description of program faculty with their responsibilities in the institute. A copy of the program proposal is included with this staff note.

The NKU Institute for certified World Language Teachers will enable them to meet district for World Language Teachers and thereby provide a competitive edge for

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Kentucky's P-12 students. World Language is a requirement of the precollege curriculum developed by the Council on Postsecondary Education. Some districts have or have plans to adopt a two-year language requirement for graduation from high school; and several more have plans to adopt a two-year requirement for seniors. World languages are also an initiative of the U.S. Department of Education, Department of State, Department of Defense, and Office of the Director of National Intelligence. Under the National Security Language Initiative, these four federal agencies want to expand language programs to provide exposure from kindergarten through the university and into the workforce.

The university has requested approval to offer world language certification for French, Spanish, German, Chinese, and Japanese. Since the EPSB does not currently provide a certificate for Chinese and Japanese, NKU will only be able to offer French, Spanish, and German. NKU has approval for the university-based alternative route to certification under Option 6 for the Master of Arts in Teaching and Learning and Behavior Disorders.

Groups/Persons Consulted:

Jacqueline Van Houten, World Language & International Education Consultant, KDE

Alternative Actions:

1. Approve NKU's alternative route to certification proposal for Option 7
2. Modify and approve NKU's alternative route to certification proposal for Option 7
3. Do not approve NKU's alternative route to certification proposal for Option 7

Staff Recommendation:

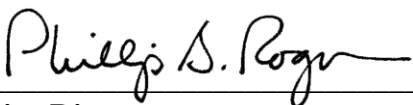
Alternative 1

Rationale:

Staff reviewed the NKU proposal and finds it to be in accordance with KRS 161.048 and with EPSB standards. NKU was previously approved to offer alternative route to certification programs under Option 6. NKU is an NCATE and state accredited institution.

Contact Person:

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Executive Director

Date:

May 15, 2006

161.048 Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule.

(1) The General Assembly hereby finds that:

- (a) 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;
- 2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
- 3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
- 4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
- 5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers.

(b) There are hereby established alternative certification program options as described in subsections (2) through (8) of this section.

(c) It is the intent of the General Assembly that the Educational Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky.

(d) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section.

(2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:

- (a) The application contains documentation of all education and work experience;

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(b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;

(c) The candidate possesses:

1. a. A minimum of a bachelor's degree, with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; or

b. A graduate degree with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and

2. An academic major or a passing score on the academic content assessment designated by the Education Professional Standards Board; and

(d) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship, the candidate shall receive a regular professional certificate and shall be subject to certificate renewal requirements the same as any other teacher with a regular professional certificate.

(3) Option 2: Certification through a local district training program. A local district or group of districts may seek approval for a training program. The state-approved local district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local district alternative training program, the candidate shall:

(a) Possess a bachelor's degree with a grade point average of two and five tenths (2.5) on a four (4) point scale or, upon approval by the Education Professional Standards Board, at least a grade

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point average of two (2) on a four (4) point scale if the candidate has exceptional life experience related to teaching and has completed the bachelor's degree at least five (5) years prior to submitting an application to the program.

(b) Pass written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the Education Professional Standards Board. To be eligible to take a subject field test, the applicant shall have completed a thirty (30) hour major in the academic content area or five (5) years of experience in the academic content area as approved by the Education Professional Standards Board.

(c) Have been offered employment in a school district which has a training program approved by the Education Professional Standards Board.

(d) Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The regular provisional certificate shall be issued upon satisfactory completion of the program and the teacher testing internship program pursuant to KRS 161.030.

(e) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs.

(4) Option 3: Certification of a professional from a postsecondary institution: A candidate who possesses the following qualifications may receive alternative certification for teaching at any level:

(a) A master's degree or doctoral degree in the academic content area for which certification is sought;

(b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and

(c) Successful completion of the teacher internship requirement imposed under KRS 161.030.

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(5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, and other specialty areas may be employed as an adjunct instructor in a part-time position by a local board of education under KRS 161.046. An individual certified as an adjunct instructor shall not be deemed "highly qualified" under the provisions of the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq.

(6) Option 5: Certification of a veteran of the Armed Forces. The Education Professional Standards Board shall issue a statement of eligibility, valid for five (5) years, to a veteran for teaching at the elementary, secondary, and secondary vocational education levels with the following qualifications:

(a) Discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release;

(b) At least a bachelor's degree in the content area or closely related area for which certification is sought, issued by a regionally or nationally accredited institution of higher education;

(c) A grade point average of two and five-tenths (2.5) on a four (4) point scale for a bachelor's degree or an advanced degree; and

(d) A passing score on the written exit assessment examination designated by the Education Professional Standards Board for content knowledge. Upon an offer of employment by a school district, the eligible veteran shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the veteran and the employing school district. During this year, the veteran shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. Upon successful completion of the internship program, the veteran shall receive a regular professional certificate.

(7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky teacher internship program, notwithstanding

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provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board. The temporary provisional certificate shall be valid for a maximum of one (1) year, and may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship requirements, and all assessments required by the board.

(8) Option 7: Certification of a person in a field other than education to teach in elementary, middle, or secondary programs. This option shall not be limited to teaching in shortage areas.

(a) An individual certified under provisions of this subsection shall be issued a one (1) year temporary provisional teaching certificate, renewable for a maximum of two (2) additional years with approval of the Education Professional Standards Board provided that the candidate:

1. Possesses a bachelor's degree with a declared academic major in the area in which certification is sought and a cumulative grade point average of 3.0 on a 4.0 scale, or a professional or graduate degree in a field related to the area in which certification is sought;

2. Has a minimum score of five hundred (500) on the verbal section and a minimum score of four (4) on the analytical writing section of the Graduate Record Examination (GRE). In addition, teachers of mathematics and physical and biological sciences shall have a minimum score of four hundred fifty (450) on the quantitative section of the GRE. A candidate who has a professional degree shall be exempt from the requirements of this subparagraph; and

3. Passes written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the board. (b) Prior to receiving the temporary provisional certificate or during the first year of the certificate, the teacher shall complete the following:

1. For elementary teaching, the individual shall successfully complete the equivalent of a two hundred forty (240) hour institute, based on six (6) hour days for eight (8) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards

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Board. The content shall include research-based teaching strategies in reading and math, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

2. For middle and secondary teaching, the individual shall successfully complete the equivalent of a one hundred eighty (180) hour institute, based on six (6) hour days for six (6) weeks. The providers and the content of the institute shall be approved by the Education Professional Standards Board and shall include research-based teaching strategies, research on child and adolescent growth, knowledge of individual differences, including teaching exceptional children, and methods of classroom management.

(c) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship program, the candidate shall receive a regular professional certificate.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item D

Action Item:

Northern Kentucky University Request to Add “Umbrella” to Alternative Route to Certification Option 6 Programs

Applicable Statutes and Regulation:

KRS 161.028, 161.048
16 KAR 5:010

Applicable Goal:

Goal 1: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Issue:

Should the EPSB approve Northern Kentucky University’s request to add “umbrella” to alternative route to certification programs that are university-based under Option 6?

Background:

Pursuant to KRS 161.028, the EPSB was directed to promote and approve alternative route certification programs offered through colleges/universities, private contractors, the Kentucky Department of Education, or the Kentucky Commonwealth Virtual University. The *Approval of Alternative Route to Certification Programs Offered Under KRS 61.028: Policy and Procedure* was approved by the EPSB in September 2000. Alternative routes to certification established by the General Assembly in KRS 161.048 are governed by the requirements in that statute, related statutes, and corresponding administrative regulations.

Northern Kentucky University (NKU) is requesting the addition of “umbrella” to the alternative route to certification programs that are university-based under Option 6. NKU has approval to offer an alternative route to certification for the Master of Arts in Teaching with a focus on middle and secondary schools and Learning and Behavior Disorders. Those proposals were approved in March 2001 and January 2002. During the time both proposals were presented for EPSB approval, the NKU College of Education and Human Services was under the direction of an interim dean. After two interim deans, and the appointment of a permanent dean, the university reviewed all programs and decided that the “umbrella” status would accommodate the districts in the region that have an increasing number of “high need” vacancies.

NKU is both NCATE and state accredited and has a quality performance index of Satisfactory Performance, a 3.49 score, and no emergency reviews. Adding “umbrella” to NKU’s university based Option 6 would mean that additional

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certification programs could be offered by the university without the need for staff review or board approval. The programs offered for certification under the “umbrella” designation shall have been previously approved and in good standing with the EPSB. Other Kentucky universities in good standing with the EPSB have been granted “umbrella” status in the past. Additional documents are included with this staff note.

Alternative Actions:

1. Approve NKU’s request to add “umbrella” to university-based alternative route to certification programs under Option 6
2. Modify and approve NKU’s request to add “umbrella” to university-based alternative route to certification programs under Option 6
3. Do not approve NKU’s request to add “umbrella” to university-based alternative route to certification programs under Option 6

Staff Recommendation:

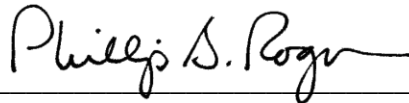
Alternative 1

Rationale:

NKU has approval for the university-based alternative route to certification under Option 6 for the Master of Arts in Teaching and Learning and Behavior Disorders. The university has NCATE and state accreditation and all programs are approved.

Contact Person:

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Executive Director

Date:

May15, 2006

161.048 Alternative certification program -- Purpose -- Options -- Testing and eligibility requirements -- Salary schedule.

(1) The General Assembly hereby finds that:

- (a) 1. There are persons who have distinguished themselves through a variety of work and educational experiences that could enrich teaching in Kentucky schools;
- 2. There are distinguished scholars who wish to become teachers in Kentucky's public schools, but who did not pursue a teacher preparation program;
- 3. There are persons who should be recruited to teach in Kentucky's public schools as they have academic majors, strong verbal skills as shown by a verbal ability test, and deep knowledge of content, characteristics that empirical research identifies as important attributes of quality teachers;
- 4. There are persons who need to be recruited to teach in Kentucky schools to meet the diverse cultural and educational needs of students; and
- 5. There should be alternative procedures to the traditional teacher preparation programs that qualify persons as teachers.

(b) There are hereby established alternative certification program options as described in subsections (2) through (8) of this section.

(c) It is the intent of the General Assembly that the Educational Professional Standards Board inform scholars, persons with exceptional work experience, and persons with diverse backgrounds who have potential as teachers of these options and assist local boards of education in implementing these options and recruitment of individuals who can enhance the education system in Kentucky.

(d) The Education Professional Standards Board shall promulgate administrative regulations establishing standards and procedures for the alternative certification options described in this section.

(2) Option 1: Certification of a person with exceptional work experience. An individual who has exceptional work experience and has been offered employment in a local school district shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the individual and the employing school district under the following conditions:

- (a) The application contains documentation of all education and work experience;

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(b) The candidate has documented ten (10) years of exceptional work experience in the area in which certification is being sought;

(c) The candidate possesses:

1. a. A minimum of a bachelor's degree, with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; or

b. A graduate degree with a cumulative grade point average of two and five-tenths (2.5) on a four (4) point scale or a grade point average of three (3.0) on a four (4) point scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework from a nationally or regionally accredited postsecondary institution; and

2. An academic major or a passing score on the academic content assessment designated by the Education Professional Standards Board; and

(d) The candidate shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. After successful completion of the internship, the candidate shall receive a regular professional certificate and shall be subject to certificate renewal requirements the same as any other teacher with a regular professional certificate.

(3) Option 2: Certification through a local district training program. A local district or group of districts may seek approval for a training program. The state-approved local district training program is an alternative to the college teacher preparation program as a means of acquiring teacher certification for a teacher at any grade level. The training program may be offered for all teaching certificates approved by Education Professional Standards Board, including interdisciplinary early childhood education, except for specific certificates for teachers of exceptional children. To participate in a state-approved local district alternative training program, the candidate shall:

(a) Possess a bachelor's degree with a grade point average of two and five tenths (2.5) on a four (4) point scale or, upon approval by the Education Professional Standards Board, at least a grade

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point average of two (2) on a four (4) point scale if the candidate has exceptional life experience related to teaching and has completed the bachelor's degree at least five (5) years prior to submitting an application to the program.

(b) Pass written tests designated by the Education Professional Standards Board for content knowledge in the specific teaching field of the applicant with minimum scores in each test as set by the Education Professional Standards Board. To be eligible to take a subject field test, the applicant shall have completed a thirty (30) hour major in the academic content area or five (5) years of experience in the academic content area as approved by the Education Professional Standards Board.

(c) Have been offered employment in a school district which has a training program approved by the Education Professional Standards Board.

(d) Upon meeting the participation requirements as established in this subsection, the candidate shall be issued a one (1) year provisional certificate by the Education Professional Standards Board. The regular provisional certificate shall be issued upon satisfactory completion of the program and the teacher testing internship program pursuant to KRS 161.030.

(e) The Education Professional Standards Board may reject the application of any candidate who is judged as not meeting academic requirements comparable to those for students enrolled in Kentucky teacher preparation programs.

(4) Option 3: Certification of a professional from a postsecondary institution: A candidate who possesses the following qualifications may receive alternative certification for teaching at any level:

(a) A master's degree or doctoral degree in the academic content area for which certification is sought;

(b) A minimum of five (5) years of full-time teaching experience, or its equivalent, in the academic content area for which certification is sought in a regionally or nationally accredited institution of higher education; and

(c) Successful completion of the teacher internship requirement imposed under KRS 161.030.

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(5) Option 4: Certification of an adjunct instructor. A person who has expertise in areas such as art, music, foreign language, drama, science, and other specialty areas may be employed as an adjunct instructor in a part-time position by a local board of education under KRS 161.046. An individual certified as an adjunct instructor shall not be deemed "highly qualified" under the provisions of the federal No Child Left Behind Act of 2001, 20 U.S.C. secs. 6301 et seq.

(6) Option 5: Certification of a veteran of the Armed Forces. The Education Professional Standards Board shall issue a statement of eligibility, valid for five (5) years, to a veteran for teaching at the elementary, secondary, and secondary vocational education levels with the following qualifications:

- (a) Discharged or released from active duty under honorable conditions after six (6) or more years of continuous active duty immediately before the discharge or release;
- (b) At least a bachelor's degree in the content area or closely related area for which certification is sought, issued by a regionally or nationally accredited institution of higher education;
- (c) A grade point average of two and five-tenths (2.5) on a four (4) point scale for a bachelor's degree or an advanced degree; and
- (d) A passing score on the written exit assessment examination designated by the Education Professional Standards Board for content knowledge. Upon an offer of employment by a school district, the eligible veteran shall receive a one (1) year provisional teaching certificate with approval by the Education Professional Standards Board of a joint application by the veteran and the employing school district. During this year, the veteran shall participate in the teacher internship program under subsections (5), (6), (7), and (8) of KRS 161.030. Upon successful completion of the internship program, the veteran shall receive a regular professional certificate.

(7) Option 6: University alternative program. With approval of the Education Professional Standards Board, a university may provide an alternative program that enrolls students in a postbaccalaureate teacher preparation program concurrently with employment as a teacher in a local school district. A student in the alternative program shall be granted a temporary provisional certificate and shall be a candidate in the Kentucky teacher internship program, notwithstanding

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provisions of KRS 161.030. A student may not participate in the internship program until the student has successfully completed the assessments required by the board. The temporary provisional certificate shall be valid for a maximum of one (1) year, and may be renewed two (2) additional years, and shall be contingent upon the candidate's continued enrollment in the preparation program and compliance with all requirements established by the board. A professional certificate shall be issued upon the teacher candidate's successful completion of the program, the internship requirements, and all assessments required by the board.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item E

Action Item:

16 KAR 5:040 Admissions, Placement, and Supervision in Student Teaching, Final Action

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.042
16 KAR 5:040

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Issue:

Should the EPSB approve the recommended revisions to regulation 16 KAR 5:040 in order to provide guidance in the selection of cooperating teachers and allow additional time to dispense funds?

Background:

The regulation governing admission, placement, and supervision of student teaching was last updated in 2002 when the General Assembly provided a budgetary allocation for compensation for cooperating teachers that would be administered by the EPSB. The regulation includes eligibility requirements for cooperating teachers, student teacher requirements, the educator preparation institution's responsibilities, and the management guidelines for the compensation fund. There are two issues open for discussion and resolution in order to provide the necessary services and experiences for student teachers and cooperating teachers.

During the 2004 EPSB Retreat, staff presented several issues for the board to review related to 16 KAR 5:040. The only issue remaining from that original discussion concerns waiver requests. Board members were asked if they wanted to continue reviewing individual waiver requests. An affirmative response was given. Since that time, staff has continued to bring cooperating teacher waiver requests for board approval. Waiver requests have increased over the past several years and other issues have surfaced that require resolution.

This regulation is being brought with suggested amendment revisions regarding cooperating teacher eligibility requirements to address the continuing shortage of master teachers in difficult to place certification areas. With the re-alignment of payment dates and expanding the method of compensation for cooperating teachers to actual weeks served, the regulation should provide a more transparent process for administration of funds. A minor change in payment dates will ensure that a cooperating teacher receives his/her payment before the school term has concluded.

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The current distribution dates have caused payments to sometime arrive after district schools had closed for the summer.

EPSB Technology Branch is designing and updating the electronic data management system used by staff. This will enhance the payment process for cooperating teachers, colleges/universities, and EPSB staff. Updating terminology and a number of minor changes for consistency were also included in the revisions to the regulation.

During the March 2006 meeting, board members requested that staff add wording to the regulation that assists in placements that would provide experiences similar to that which the student teachers will encounter during their first year of teaching. Additionally, board members requested that staff develop five or six criteria for principals and educator preparation programs to use as a guide in selecting cooperating teachers. The following criteria are listed for board consideration:

- A demonstrated ability to engage in effective classroom management techniques that promote an environment conducive to learning;
- An ability to model best practices for the delivery of instruction;
- A mastery of the content knowledge or subject matter being taught;
- The demonstration of an aptitude and ability to contribute to the mentoring and development of a pre-service educator;
- An ability to use multiple forms of assessment to inform instruction;
and
- An ability to create a learning community that values and builds upon students' diverse cultures.

Alternative Actions:

1. Approve the recommended revisions to regulation 16 KAR 5:040.
2. Modify and approve the recommended revisions to regulation 16 KAR 5:040.
3. Do not approve the recommended revisions to regulation 16 KAR 5:040.

Staff Recommendation:

Alternative 1

Rationale:

The regulation revisions will assist staff in addressing shortage areas that continue to challenge institutions when trying to locate highly qualified teachers to mentor aspiring student teachers. The revisions will also help staff provide funds to cooperating teachers in a timely manner.

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 5:040. Admission, placement, and supervision in student teaching.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.042

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.042

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that an educator preparation ~~[a teacher education]~~ institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.030 requires that a certificate shall be issued to a person who has completed a program approved by the Education Professional Standards Board. KRS 161.042 requires the Education Professional Standards Board to promulgate an administrative regulation relating to student teachers, including the qualifications for supervising teachers. This administrative regulation establishes the standards for admission, placement, and supervision in student teaching.

Section 1. Definition. "Cooperating teacher" or "supervising teacher" means a teacher employed in a school in Kentucky who is contracting with an educator preparation ~~[a teacher education]~~ institution to supervise a student teacher for the purpose ~~[purposes]~~ of fulfilling the student teaching requirement of the approved educator ~~[teacher]~~ preparation program.

Section 2. Cooperating Teacher Eligibility Requirements. (1) Except as provided in subsection (2) ~~[or (3)]~~ of this section, the cooperating teacher, whether serving in a public or nonpublic school, shall have:

(a) A valid Kentucky teaching certificate for each grade and subject taught;

(b) Attained Rank II certification;

- 1 (c) At least three (3) [~~four (4)~~] years of teaching experience on a Professional Certificate; and
- 2 (d) Taught in the present school system at least one (1) year immediately prior to being
- 3 assigned a student teacher.
- 4 (2) If a cooperating teacher has not attained Rank II certification, the teacher shall have
- 5 attained a minimum of 15 hours of approved credit toward a Rank II within a minimum
- 6 period of five (5) years. [~~this requirement shall be waived if the teacher:~~
- 7 ~~(a) Has at least twenty (20) years of teaching experience; and~~
- 8 ~~(b) Has worked as a cooperating teacher during the past five (5) years.]~~
- 9 (3) Teachers assigned to a teaching position on the basis of a probationary or emergency
- 10 certificate issued by the Education Professional Standards Board under KAR Title 16 shall
- 11 not be eligible for serving as a cooperating teacher.
- 12 (4) In selecting a cooperating teacher, the district shall give consideration to the following
- 13 criteria:
- 14 (a) A demonstrated ability to engage in effective classroom management techniques that
- 15 promote an environment conducive to learning;
- 16 (b) An ability to model best practices for the delivery of instruction;
- 17 (c) A mastery of the content knowledge or subject matter being taught;
- 18 (d) The demonstration of an aptitude and ability to contribute to the mentoring and
- 19 development of a pre-service educator;
- 20 (e) An ability to use multiple forms of assessment to inform instruction; and
- 21 (f) An ability to create a learning community that values and builds upon students' diverse
- 22 cultures.

Section 3. Admission to Student Teaching. In addition to the appropriate sections of the National Council for Accreditation of Teacher Education (NCATE) standards which are incorporated under 16 KAR 5:010, each educator preparation ~~[teacher education]~~ institution shall determine minimum standards for admission to student teaching which shall include the procedures established in this section. Admission to student teaching shall include a formal application procedure for each teacher candidate.

(1) A record or report from a valid and current medical examination, which shall have included a tuberculosis test, shall be placed on file with the admissions committee.

(2) Prior to and during the student teaching experience, the teacher candidate shall adhere to the Professional Code of Ethics for Kentucky School Personnel established in 16 KAR 1:020.

Section 4. Teacher-student Ratio. The ratio of student teachers to cooperating teachers shall be one (1) to one (1).

Section 5. College Supervisor ~~[Coordinator]~~. (1) The college supervisor ~~[coordinator]~~ shall make ~~[a]~~ periodic observations ~~[observation]~~ of the student teacher in the classroom and shall prepare a written report on each observation and share it with the student teacher.

(2) The observation reports ~~[report]~~ shall be filed as a part of the student teacher record and also used as a validation of the supervisory function.

(3) A student teacher shall receive periodic and regular on-site observations ~~[observation]~~ and ~~[a]~~ critiques ~~[critique]~~ of the actual teaching situation a minimum of four (4) times excluding seminars and workshops.

(4) The college supervisors ~~[coordinator]~~ shall be available to work with the student teacher and personnel in the cooperating school regarding any problems ~~[on a problem]~~ that may arise relating to the student teaching situation.

- 1 Section 6. Professional Experience. (1) In addition to the appropriate NCATE standards
2 incorporated by reference under 16 KAR 5:010, the educator preparation [~~teacher education~~]
3 institution shall provide an opportunity for the student teacher to assume major responsibility
4 for the full range of teaching duties in a real school situation under the guidance of qualified
5 personnel from the educator preparation institution and [~~of higher education or~~] the
6 cooperating elementary, middle, or high [~~secondary~~] school. In placing the student teachers
7 in classroom settings, the educator preparation program and the school district shall make
8 reasonable efforts to place student teachers in settings that will provide experiences,
9 situations, and challenges similar to those encountered by first year teachers.
- 10 (2) Each educator preparation [~~teacher education~~] institution shall provide a full professional
11 semester to include a period of student teaching for a minimum of twelve (12) weeks, full
12 day, or equivalent, in school settings that correspond to the grade levels and content area(s)
13 of [~~within the grade levels corresponding to~~] the student teacher's certification program.
- 14 Section 7. Compensation of Cooperating Teachers. (1) The Education Professional Standards
15 Board shall contract with the local school district, or make other appropriate arrangements,
16 for the direct service of a cooperating teacher to each student teacher.
- 17 (2)(a) The educator preparation [~~teacher education~~] institution shall electronically submit a
18 report of all cooperating teachers and their corresponding student teachers to the Education
19 Professional Standards Board:
- 20 1. On or before October 15 for a cooperating teacher supervising a student teacher during the
21 fall semester; or
- 22 2. On or before February [~~March~~] 15 for a cooperating teacher supervising a student teacher
23 during the spring semester.

(b) Each report shall include:

1. The number of contract weeks that the cooperating teacher is working with each student teacher for that semester;
2. The cooperating teacher's full name and certificate number;
3. The student teacher's full name, Social Security number, ~~[and]~~ demographic data, and contact information;
4. The student teacher's preparation and certification area by assigned certification code; and
5. ~~[The student teacher's anticipated graduation date; and~~
- 6.] The names ~~[name]~~ and assigned codes ~~[code]~~ of the school and school district where the cooperating teacher is employed and the student teaching requirement is being fulfilled. If the certified cooperating teacher is employed in a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting association, the institution shall submit the name, assigned code, and address of the school.

(c) If an educator preparation ~~[a teacher education]~~ institution fails to provide the report by the date established in paragraph (a) of this subsection, the Education Professional Standards Board shall not be liable for payment under this administrative regulation.

(3)(a) Upon receipt of the report, the Education Professional Standards Board shall submit a "Cooperating Teacher Payment Voucher" to each cooperating teacher.

(b) The voucher, or its electronic equivalent if available, shall be signed by the cooperating teacher, building principal, and the college supervisor ~~[coordinator]~~ as verification of the cooperating teacher's service to the student teacher.

- (c) To be eligible for compensation under this administrative regulation, the cooperating teacher shall submit the completed voucher to the Education Professional Standards Board:
1. On or before December 15 for a cooperating teacher supervising a student teacher during the fall semester; or
 2. On or before May 1 ~~[15]~~ for a cooperating teacher supervising a student teacher during the spring semester.
- (d) If a cooperating teacher fails to provide the completed voucher, or its electronic equivalent, by the date established in paragraph (c) of this subsection, the cooperating teacher shall not be eligible to receive any compensation available under this administrative regulation.
- (4)(a) The ~~[maximum amount of the per semester]~~ payment to a cooperating teacher shall be determined based upon available funding allocated under the biennial budget bill and the total number of weeks served by all cooperating ~~[student]~~ teachers reported for the fiscal year.
- (b) The payment shall be allocated to a cooperating teacher based upon the number of weeks ~~[semesters]~~ the teacher supervised a student teacher as reported in subsections (2) and (3) of this section.
- ~~[(c) A cooperating teacher who supervises a student teacher for only a portion of the semester shall have the payment prorated accordingly.]~~
- ~~(d) The per semester payment to a cooperating teacher shall not exceed the maximum amount established in paragraph (a) of this subsection.]~~
- (5) Payments to cooperating teachers shall be disbursed to the school districts or to cooperating teachers in nonpublic schools by the Education Professional Standards Board:

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1 (a) On an annual basis; and

2 (b) On or before June 15.

3 (6) Compensation to cooperating teachers shall be provided under this administrative
4 regulation if state funds are appropriated for this purpose. Payment of state funds under this
5 administrative regulation shall:

6 (a) Be a supplement to the compensation provided by an educator preparation [~~a teacher~~
7 ~~education~~] institution to a cooperating teacher who is supervising an institution's student
8 teacher; and

9 (b) Not supplant the educator preparation [~~teacher education~~] institutions' compensation
10 responsibility.

11 Section 8. Incorporation by Reference. (1) "Cooperating Teacher Payment Voucher", revised
12 7/2000, is incorporated by reference.

13 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
14 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
15 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item F

Action Item:

16 KAR 2:010, Kentucky teaching certificates, Amendment, Final Approval

Applicable Statutes and Regulations:

KRS 161, 020, 161.028 (1) (a), 161.030

16 KAR 2:010

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 2:010, Kentucky teaching certificates?

Background:

In 2004, the Educational Professional Standards Board amended 16 KAR 2:010 to assist districts in meeting federal Highly Qualified (HQ) requirements by developing the TC-HQ route to add to and/or extend a current Kentucky teaching certificate. The TC-HQ allows such certificate modifications by using a combination of past teaching experience, professional development, awards and achievements, and relevant coursework, which is patterned after the HOUSSE index. The HOUSSE index is approved by the federal government to determine a teacher's HQ status under the No Child Left Behind Act of 2001.

EPSB approved the use of the TC-HQ until June 30, 2006. Since its implementation, a total of 62 persons, representing over 50 districts, have used this route. The bulk of these certificate changes have been in the middle school area, which can be added to the 8-12 certificate upon evidence of a major in the appropriate area of certification. Anecdotal comments from district superintendents and human resource directors have been very positive toward this option, and there has been strong sentiment from these groups to make this option permanent.

Since the current wording of this TC-HQ option calls for it to expire in June 2006, EPSB staff is asking the Board to consider extending its use beyond this date.

Groups/Persons Consulted:

Local school district superintendents and human resources directors.

Alternative Actions:

1. Approve the amendments to 16 KAR 2:010
2. Do not approve the amendments to 16 KAR 2:010

Staff Recommendation:

Alternative Action 1

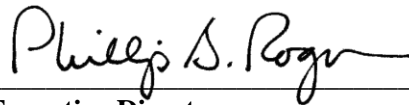
Rationale:

Extending the TC-HQ option will give districts additional flexibility in the certification of experienced teachers, and it will aid in meeting federal mandates to reduce the number of emergency certified teachers.

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 2:010. Kentucky teaching certificates.

RELATES TO: KRS 158.6451, 161.020, 161.028(1), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (b), (f), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires the board to set standards for programs for the preparation of teachers and other professional school personnel. KRS 161.028(1)(f) requires the board to issue and renew any certificate. This administrative regulation establishes the Kentucky certification to be issued for teaching positions.

Section 1. Definitions. (1) "Approved program of preparation" means a program which has been approved by the Education Professional Standards Board under 16 KAR 5:010 for a specific certification or which has been approved for certification by the state education agency of another state.

(2) "Assessments" means the tests of knowledge and skills authorized by KRS 161.030 and established in 16 KAR 6:010.

(3) "Base certificate" means a stand-alone license to teach which encompasses authorization to teach introductory and interdisciplinary courses in related fields.

(4) "Beginning teacher internship" means one (1) year of supervision, assistance, and assessment required by KRS 161.030 and established in 16 KAR 7:010.

(5) "Certificate endorsement" means an addition to a base or restricted base certificate, which is limited in scope and awarded on the basis of completion of an endorsement program or a

combination of educational requirements, assessments and experience as outlined in Section 5 of this administrative regulation.

(6) "Certificate extension" means an additional base or restricted base certificate in a content area or grade range.

(7) "Experienced teacher standards" means the standards established in 16 KAR 1:010 that identify what an effective experienced teacher shall know and do.

(8) "New teacher standards" means the standards established in 16 KAR 1:010 that identify what a new teacher shall know and be able to do.

(9) "Professional teaching certificate" means the document issued to:

(a) An individual upon successful completion of the beginning teacher internship; or

(b) An applicant for whom the testing and internship requirement is waived under KRS 161.030 based on preparation and experience completed outside Kentucky.

(10) "Provisional teaching certificate" means the document issued to an individual for the duration of the beginning teacher internship program.

(11) "Restricted base certificate" means a stand-alone license to teach in a specific subject area of certification which is the only subject area which can be taught under this limited certificate.

(12) "Statement of eligibility" means the document issued to an applicant upon completion of an approved program of preparation and successful completion of the assessments.

Section 2. Certificate Issuance. (1) A statement of eligibility for a provisional teaching certificate shall be issued to an applicant who has successfully completed:

(a)1. At least a bachelor's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; or

2. As required by Section 4(2)(g)6 and (4)(e) of this administrative regulation, a master's degree with:

a. A cumulative grade point average of 2.50 on a 4.0 scale; or

b. A grade point average of 3.00 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;

(b) An approved program of preparation; and

(c) The assessments corresponding to the certificate identified in Section 4 of this administrative regulation for which application is being made.

(2) Upon confirmation of employment in an assignment for the grade level and specialization identified on a valid statement of eligibility, a Provisional Teaching Certificate shall be issued for the duration of the beginning teacher internship established under KRS 161.030.

(3) Upon successful completion of the internship, a Professional Teaching Certificate shall be issued, valid for a four (4) year period.

Section 3. Professional Teaching Certificate Renewal. (1) The renewal shall require completion of a fifth-year program of preparation which is consistent with:

(a) The experienced teacher standards established in 16 KAR 1:010; or

(b) The standards adopted by the Education Professional Standards Board for a particular professional education specialty and established in an applicable administrative regulation.

(2) The first five (5) year renewal shall require:

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(a) Completion of a minimum of fifteen (15) semester hours of graduate credit applicable to the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a partial portfolio for the continuing education option established in 16 KAR 8:030.

(3) The second five (5) year renewal shall require:

(a) Completion of the fifth-year program established in 16 KAR 8:020 by September 1 of the year of expiration of the certificate; or

(b) Completion of the professional development plan and a full portfolio for the continuing education option established in 16 KAR 8:030.

(4) Each subsequent five (5) year renewal shall require completion of the renewal requirements established in 16 KAR 4:060.

Section 4. Grade Levels and Specializations. (1) Preparation for a teaching certificate shall be based on:

(a) The new teacher standards established in 16 KAR 1:010;

(b) The accreditation and program approval standards established in 16 KAR 5:010, including the content standards of the relevant national specialty program associations; and

(c) The goals for the schools of the Commonwealth specified in KRS 158.6451 and the student academic expectations established in 703 KAR 4:060.

(2) A base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Interdisciplinary early childhood education, birth to primary, established in 16 KAR 2:040;

(b) Elementary school: primary through grade five (5) to include preparation in the academic disciplines taught in the elementary school.

1. The elementary certificate shall be valid for teaching grade six (6) if grade six (6) is taught in a self-contained classroom or in a school organization in which grade six (6) is housed with grade (5) in the same building.

2. A candidate for the elementary certificate may simultaneously prepare for certification for teaching exceptional children.

(c)1. Middle school option 1: grades five (5) through nine (9) with the equivalent of one (1) major to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

2. Middle school option 2: grades five (5) through nine (9) with two (2) middle school teaching fields to be selected from:

a. English and communications;

b. Mathematics;

c. Science; or

d. Social studies;

3. A candidate who chooses to simultaneously prepare for teaching in the middle school and for an additional base or restricted base certificate issued under this subsection or subsection (3) of this section, including certification for teaching exceptional children, shall be required to complete one (1) middle school teaching field;

(d) Secondary school: grades eight (8) through twelve (12) with one (1) or more of the following specializations:

1. English;
2. Mathematics;
3. Social studies;
4. Biology;
5. Chemistry;
6. Physics; or
7. Earth science;

(e) Grades five (5) through twelve (12) with one (1) or more of the following specializations:

1. Agriculture;
2. Business and marketing education;
3. Family and consumer science;
4. Industrial education; or
5. Technology education;

(f) All grade levels with one (1) or more of the following specialties:

1. Art;
2. A foreign language;
3. Health;
4. Physical education;
5. Integrated music;
6. Vocal music;
7. Instrumental music; or

8. School media librarian;

(g) Grades primary through twelve (12) for teaching exceptional children and for collaborating with teachers to design and deliver programs for preprimary children, for one

(1) or more of the following disabilities:

1. Learning and behavior disorders;

2. Moderate and severe disabilities;

3. Hearing impaired;

4. Hearing impaired with sign proficiency;

5. Visually impaired;

6. Communication disorders, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a master's degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 2; or

7. Communication disorders - SLPA only, valid at all grade levels for the instruction of exceptional children and youth with communication disorders, which shall require a baccalaureate degree in communication or speech language pathology, in accordance with 16 KAR 2:050, Section 3.

(3) A restricted base certificate shall be issued specifying one (1) or more of the following grade level and specialization authorizations:

(a) Psychology, grades 8-12;

(b) Sociology, grades eight (8) through twelve (12);

(c) Journalism, grades eight (8) through twelve (12);

(d) Speech/media communications, grades eight (8) through twelve (12);

- (e) Theater, primary through grade twelve (12);
 - (f) Dance, primary through grade twelve (12);
 - (g) Computer information systems, primary through grade twelve (12); or
 - (h) English as a second language, primary through grade twelve (12).
- (4) An endorsement to certificates identified in subsection (2) or (3) of this section shall be issued specifying one (1) or more of the following grade level and specialization authorizations:
- (a) Computer science, grades eight (8) through twelve (12);
 - (b) English as second language, primary through grade twelve (12);
 - (c) Gifted education, primary through grade twelve (12);
 - (d) Driver education, grades eight (8) through twelve (12);
 - (e) Reading and writing which shall require a master's degree in reading, primary through grade twelve (12);
 - (f) Instructional computer technology, primary through grade twelve (12);
 - (g) Other instructional services - school safety, primary through grade twelve (12);
 - (h) Other instructional services - environmental education, primary through grade twelve (12);
 - (i) Other instructional services - school nutrition, primary through grade twelve (12). The endorsement for school nutrition shall be obtained by either:
 - 1. Completion of the requirements of Section 5(2) of this administrative regulation; or
 - 2. Obtaining the school food service and nutrition specialist (SFSN) credential issued by the American School Food Service Association (ASFSA); or
 - (j) Learning and behavior disorders, grades eight (8) through (12).

1. This endorsement shall be issued following completion of the requirements of Section 5(2) of this administrative regulation; and

2. This endorsement shall only be issued to candidates with preparation and certification for a base or restricted base certificate for the secondary grades eight (8) through twelve (12).

Section 5. Additional Certification. (1) A certificate extension may be issued for any base or restricted base certificate area offered in Section 4(2) or (3) of this administrative regulation and shall require:

(a) A valid base or restricted base certificate, including a statement of eligibility;

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program upon demonstration of competency in the relevant teaching methodology verified via coursework, field experience, portfolio, or other proficiency evaluation.

(2) A certificate endorsement may be issued for any area listed in Section 4(4) of this administrative regulation and shall require:

(a) A valid base or restricted base certificate, including a statement of eligibility;

(b) Successful completion of the applicable assessments; and

(c) Recommendation from an approved preparation program.

(3)(a) In order to assist districts in meeting the "highly qualified" teacher requirements of the No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq., the Education Professional Standards Board establishes an ~~[a time-limited]~~ option for professionally certified teachers to add certificate endorsements and/or extensions.

(b) A [~~For applications received from the effective date of this administrative regulation through June 30, 2006, a~~] certificate extension or certificate endorsement may be issued if an educator submits a completed application and meets the following requirements:

1. A valid Kentucky professional teaching certificate;
2. Current employment in a certified position or a bona fide offer of employment in a certified position in a Kentucky public school;
3. Successful completion of the applicable content assessments; and
4. Either:
 - a. A declared major in the area of certification being sought; or
 - b. A combination of education, experience, professional development, awards and achievements in the area of certification being sought sufficient to demonstrate subject matter competency as evidenced by a score of ninety (90) points on the HOUSSE Index contained within the application form, TC-HQ. Coursework must be validated on the application by a Kentucky college or university approved by the EPSB to serve as a "clearinghouse" for the purposes of this option.

(4) If a teacher currently holds a professional certificate in the secondary grades, eight (8) through twelve (12) and applies for a certificate extension or endorsement in the same content area for middle school grades five (5) through nine (9), the teacher shall not be required to complete the content assessment.

Section 6. A candidate pursuing certification via an alternative route to certification shall receive the same certificates delineated in Section 4 of this administrative regulation following completion of the appropriate requirements specific to each alternative route.

Section 7. Application for certification or additional certification shall be made on Form TC-1 and shall be accompanied by the fees required by 16 KAR 4:040.

Section 8. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) Form TC-1, rev. 4/2004, Education Professional Standards Board; and

(b) Form TC-HQ, edition 4/2004, Education Professional Standards Board.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item G

Action Item:

16 KAR 2:140, Probationary certificate for teachers of children, birth to primary, Amendment, Final Approval

16 KAR 2:150, Probationary certificate for teachers of technology education, Amendment, Final Approval

16 KAR 2:160, Probationary certificate for teachers of exceptional children, Amendment, Final Approval

16 KAR 2:170, Probationary certificate for middle school teachers, Amendment, Final Approval

Applicable Statutes and Regulations:

KRS 161.028, 161.030

16 KAR 2:140, 16 KAR 2:150, 16 KAR 2:160, 16 KAR 2:170

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 2:140, 16 KAR 2:150, 16 KAR 2:160, and 16 KAR 2:170?

Background:

With the passage of federal No Child Left Behind legislation, the Education Professional Standards Board approved a series of documents clarifying a variety of issues, including the determination of the types of Kentucky teaching certificates which constitute “full state certification.” This determination is necessary for schools to determine the “Highly Qualified” status of core content teachers on the annual Highly Qualified report.

Probationary certificates have not been identified as “full state certification” because current EPSB regulations do not specify a set period of time during which all probationary coursework must be completed; this completion allows EPSB staff to issue a professional certificate in the specific area sought. However, in the 2003 EPSB document, entitled *Identifying “Highly Qualified” Teachers Pursuant to the No Child Left Behind Act of 2001*, the EPSB addressed probationary certificates by stating that regulations would be revised to address the issue of completion time for coursework as follows:

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The EPSB currently issues several “probationary certificates” to candidates who have a defined set of qualifications, but lack “full State certification” in that content area. The candidate qualifications and program requirements mirror those of the alternative routes to certification. Only candidates who complete “full State certification” in three years can be considered for meeting the alternative route to certification program requirements of 34 CFR §200.56 (a), and the EPSB will amend its relevant regulations to align the probationary certificate with NCLB requirements.

EPSB staff has amended language in four regulations governing the types of probationary certificates to align these with NCLB requirements concerning “full state certification” by establishing a three-year time limit to complete all course work required to allow the granting of a professional certificate in the area sought.

16 KAR 2:150 has also been amended to reflect changes in the governing entities in the area of career and technical education. 16 KAR 2:160 has also been amended to reflect changes requested by the Kentucky Department of Education regarding the required training for probationary exceptional child certificates.

Groups/Persons Consulted:

Local school district superintendents and human resources managers

Alternative Actions:

1. Approve amendments to 16 KAR 2:140, 16 KAR 2:150, 16 KAR 2:160, 16 KAR 2:170
2. Do not approve the amendments to 16 KAR 2:140, 16 KAR 2:150, 16 KAR 2:160, 16 KAR 2:170

Staff Recommendation:

Alternative Action 1

Rationale:

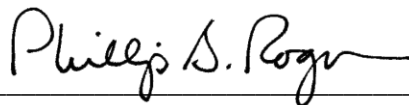
These changes will allow probationary certificates to meet federal mandates regarding the maximum timeframe of three years for any program completion to qualify the route for “full state certification” designation.

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 2:140. Probationary certificate for teachers of children, birth to primary.

RELATES TO: KRS 157.3175, 161.020, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for the respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. KRS 161.028(1)(a) requires the Education Professional Standards Board to establish the standards for obtaining and maintaining a teaching certificate. KRS 161.028(1)(b) requires a teacher education institution be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. KRS 161.028(1)(f) requires the Education Professional Standards Board to issue and renew any certificate. This administrative regulation establishes a plan for recruiting qualified individuals into positions for teachers of children ages birth to primary age.

Section 1. Definition. "Qualified teacher" means a teacher who holds an interdisciplinary early childhood education certificate or who has received an approval identified in 16 KAR 2:040, Section 5.

Section 2. If a qualified teacher is not available for the position as teacher of children birth to primary age, as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year probationary interdisciplinary early childhood education certificate be issued as provided in this administrative regulation.

- 1 (1) A prerequisite for a one (1) year probationary interdisciplinary early childhood education
- 2 certificate for teaching children, birth to primary age, shall be:
- 3 (a) A certificate or statement of eligibility in kindergarten or elementary special education;
- 4 (b) A baccalaureate or advanced degree in early childhood education, early childhood special
- 5 education, or child development with:
 - 6 1. A cumulative minimum grade point average of 2.50 on a 4.00 scale; or
 - 7 2. A minimum grade point average of 3.00 on a 4.00 scale on the last sixty (60) hours of
 - 8 credit completed, including undergraduate and graduate coursework; or
- 9 (c) A certificate in another area, if the applicant has had one (1) year of teaching children
- 10 birth through age five (5) years.
- 11 (2) The applicant shall have:
 - 12 (a) Enrolled in an approved preparation program for certification in interdisciplinary early
 - 13 childhood education established in 16 KAR 2:040; and
 - 14 (b) Completed a minimum of nine (9) semester hours of credit in the development of children
 - 15 below primary age or in special education.
- 16 (3) The requirements established in subsection (2) of this section shall be verified by
- 17 submission of a curriculum contract completed by the teacher education institution with an
- 18 approved interdisciplinary early childhood education preparation program.
- 19 (4) The applicant shall complete twelve (12) clock hours of training established by the
- 20 Kentucky Department of Education prior to employment.
- 21 (5) The applicant shall complete an additional six (6) clock hours of training established by
- 22 the Kentucky Department of Education within the first three (3) months of employment.

(6) To apply for the probationary interdisciplinary early childhood education certificate, the applicant shall submit a completed Form TC-BP to the Education Professional Standards Board.

Section 3. Requirements for Renewal of a Probationary Interdisciplinary Early Childhood Education Certificate. (1) The first renewal of the probationary interdisciplinary early childhood education certificate shall be for one (1) year based upon successful completion of the following requirements:

(a) Evidence of employment in a Kentucky school district or nonpublic school as a teacher of children ages birth to primary;

(b) Completion of at least six (6) semester hours or its equivalent from the approved interdisciplinary early childhood education preparation program as indicated on the teacher's curriculum contract; and

(c) Successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010. A teacher who has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial probationary certificate or who is not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again while serving on the probationary certificate.

(2) (a) Subsequent one (1) year renewals of the probationary interdisciplinary early childhood education certificate shall require at least six (6) semester hours or its equivalent of additional credit from the approved interdisciplinary early childhood education preparation program as indicated on the teacher's curriculum contract. (b) In compliance with the Federal No Child Left Behind Act of 2001 requirements established in 20 U.S.C. 7801(23) and 34 C.F.R. Part

- 1 200.56, the total validity period of the probationary certificate for middle school teachers
2 shall not exceed three (3) years.
- 3 (3) Upon successful completion of all program requirements for the approved
4 interdisciplinary early childhood education preparation program established in 16 KAR
5 2:040, including successful completion of all required assessments established in 16 KAR
6 6:010, a professional certificate for interdisciplinary early childhood education, birth to
7 primary, valid for five (5) years shall be issued.
- 8 (4) Program requirements for completion of the interdisciplinary early childhood education
9 preparation program while serving on the probationary certificate established in this
10 administrative regulation shall not include student teaching.
- 11 Section 4. Incorporation by Reference. (1) Form TC-BP, rev. 10/02, Education Professional
12 Standards Board, is incorporated by reference.
- 13 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
14 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
15 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

16

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 2:150. Probationary certificate for teachers of technology education.

RELATES TO: KRS 161.020, 161.028(1)(a), (c), 161.030

STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a teacher and other professional school personnel hold a certificate of legal qualification for their respective position to be issued upon completion of a program of preparation prescribed by the Education Professional Standards Board. Pursuant to KRS 161.028, a teacher education institution is required to be approved for offering the preparation program corresponding to a particular certificate on the basis of standards and procedures established by the Education Professional Standards Board. This administrative regulation establishes a plan for recruiting certified classroom teachers into positions for teachers of technology education.

Section 1. Definition. "Qualified teacher" means a teacher who holds certification as a technology education teacher unless the superintendent of the employing school district has documented evidence that the teacher is unsuitable for appointment.

Section 2. Requirements for a Probationary Certificate for Teachers of Technology

Education. (1) If a qualified teacher is not available for the position of technology education teacher as attested to by the local superintendent, the superintendent may request that a one (1) year probationary certificate be issued for a specific technology education offering as approved by the Division of Career and Technical Education to a teacher who:(a) Holds one (1) of the following:

- 1 1. A valid classroom teaching certificate for teaching in the middle school or secondary
- 2 school; or
- 3 2. A bachelor's degree in a related area of concentration or major approved by a Division of
- 4 Career and Technical Education technology consultant, and a designated university teacher
- 5 educator;
- 6 (b)1. Has a cumulative grade point average of 2.5 on a 4.0 scale; or
- 7 2. Has a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit
- 8 completed, including undergraduate and graduate coursework;
- 9 (c) Meets the minimum standards for admission to a teacher education preparation program
- 10 at an approved institution of higher education;
- 11 (d) Develops a continuous plan for curriculum completion with an approved institution for
- 12 technology education; and
- 13 (e) Documents 1000 clock hours or six (6) months of full-time employment of work related
- 14 experience or other exceptional life experience related to teaching technology education.
- 15 (2) Upon completion of all requirements established in subsection (1) of this section, the
- 16 candidate shall be issued a probationary certificate for teachers of technology education,
- 17 valid for one (1) year. The Division of Career and Technical Education, in cooperation with a
- 18 technology education teacher educator, shall grant approval for each course to be taught by a
- 19 probationary teacher.
- 20 Section 3. Requirements for Renewal of a Probationary Certificate for Teachers of
- 21 Technology Education. (1) The first renewal of the probationary certificate for teachers of
- 22 technology education shall be for one (1) year, based upon the successful completion of the
- 23 following requirements:

- (a) Evidence of employment by a participating district;
- (b) Completion of eighteen (18) clock hours of orientation and management training provided through the technology education new teacher institute, within the first six (6) weeks of employment;
- (c) Completion of at least six (6) semester hours from the continuous curriculum plan; and
- (d) Successful completion of the internship program required by KRS 161.030 and 16 KAR 7:010.

(2) The ~~[continued one (1) year renewal of the]~~ probationary certificate may be renewed a maximum of two (2) times and shall require at the time of application proof of the completion of at least six (6) hours of additional credit from the preapproved continuous curriculum plan.

(3) Upon successful completion of all requirements for an approved teacher preparation program, including successful completion of all required assessments identified in 16 KAR 6:010, a professional certificate for industrial technology shall be issued valid for five (5) years.

Section 4. Requirements for Extending the Probationary Certificate. The probationary certificate may be extended to include additional technology education offerings upon recommendation by the Division of Career and Technical Education and the technology education teacher educator. The renewal requirements for the probationary certificate as outlined in Section 3 apply to extensions of the probationary certificate.

Section 5. Upon recommendation by the teacher education institution, teaching experience performed in a full-time position requiring certification for technology education teachers may be substituted for the student teaching requirement

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 2:160. Probationary certificate for teachers of exceptional children.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028 and 161.030

7 require that teachers and other professional school personnel hold certificates of legal
8 qualifications for their respective positions to be issued upon completion of programs of
9 preparation prescribed by the Education Professional Standards Board. This administrative
10 regulation establishes a plan for recruiting certified classroom teachers into positions for
11 teachers of exceptional children.

12 Section 1. Definition. "Qualified" means a teacher who holds the appropriate certification as
13 a teacher of exceptional children unless the superintendent of the employing school district
14 has documented evidence that the teacher is unsuitable for appointment.

15 Section 2. If a qualified teacher is not available for the position of teacher of exceptional
16 children as attested by the local school superintendent, the superintendent, on behalf of the
17 local board of education, may request a one (1) year probationary certificate be issued as
18 provided in this administrative regulation.

19 (1)(a)1. A valid classroom certificate or an internship statement of eligibility for grades K-4,
20 1-8, P-5, 5-9, or 5-8 shall be a prerequisite for a one (1) year probationary certificate for
21 learning and behavior disorders, grades P-12; for hearing impaired, grades P-12; and for
22 visually impaired, grades P-12.2. The applicant shall have enrolled in a preparation program
23 in the certification area for which application is being made, and shall have completed a

1 minimum preparation of nine (9) semester hours of credit from the special education
2 component of the approved curriculum.

3 (b)1. A valid classroom teaching certificate or an internship statement of eligibility for grades
4 7-12, 8-12, all grades, or 9-12 shall be a prerequisite for a one (1) year probationary
5 certificate for learning and behavior disorders, grades P-12; for the endorsement for learning
6 and behavior disorders, grades 8-12; for hearing impaired, grades P-12; and for visually
7 impaired, grades P-12.

8 2. The applicant shall have enrolled in a preparation program in the certification area for
9 which application is being made, and shall have completed three (3) semester hours in the
10 teaching of reading and a minimum preparation of nine (9) semester hours of credit from the
11 special education component of the approved curriculum.

12 (c)1. A valid classroom teaching certificate or an internship statement of eligibility for grades
13 K-4, 1-8, 5-8, 7-12, P-5, 5-9, 8-12, all grades, or 9-12 shall be a prerequisite for a one (1)
14 year probationary certificate for teaching the moderately and severely disabled, grades P-12.

15 2. The applicant shall have enrolled in a preparation program for teaching the moderately and
16 severely disabled and shall have completed nine (9) semester hours of credit from the special
17 education component of the approved curriculum for teaching the moderately and severely
18 disabled.

19 (d)1. A certificate for teaching exceptional children, including interdisciplinary early
20 childhood education, shall be a prerequisite for a one (1) year probationary certificate for
21 teaching learning and behavior disorders, grades P-12; the endorsement for learning and
22 behavior disorders, grades 8-12; hearing impaired, grades P-12; visually impaired, grades P-
23 12; or moderately and severely disabled, grades P-12.

2. The applicant shall have enrolled in a preparation program in the certification area for which application is being made, and shall have completed a minimum preparation of nine (9) semester hours of credit from the special education component of the approved curriculum.

(2) The applicant shall complete twelve (12) clock hours of training as required by the Office of Special Instructional Services.

(3)(a) The applicant shall complete an additional six (6) clock hours of training during the fall conference conducted by the Division of Exceptional Children Services. Teachers employed after the fall conference shall complete these six (6) hours of training during the spring conference of the Council for Exceptional Children; or

(b) If the applicant is unable to attend either the fall conference or the spring conference, the applicant shall complete an additional six (6) clock hours of training conducted or approved by the Kentucky Department of Education, Division of Exceptional Children Services [offered through one (1) of the state's eleven (11) special education cooperatives]. The applicant shall contact the Division of Exceptional Children Services to schedule the training.

The training shall be similar to the topics covered at the conferences.

(4) The Kentucky Department of Education shall report to the Education Professional Standards Board those probationary certified teachers of exceptional children who have not completed the training requirements established in subsections (2) and (3) of this section by June 30 of each year for the preceding school year.

(5) Application for a probationary certificate for a teacher of exceptional children shall be made on Form TC-19.

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1 Section 3. The [~~renewal of the one (1) year~~] probationary certificate for teachers of
2 exceptional children may be renewed a maximum of two (2) times and shall require at the
3 time of application, proof of the completion of a minimum of six (6) semester hours of
4 additional credit from the special education component to be completed by September 1 of
5 the year of expiration.

6 Section 4. Upon recommendation by the teacher education institution, teaching experience
7 performed in a full-time position requiring certification for teachers of exceptional children
8 shall be substituted for the special education portion of the student teaching requirement.

9 Section 5. An applicant holding a classroom teaching certificate who is recruited into a
10 position for teachers of exceptional children under this administrative regulation shall
11 complete the assessment requirements identified in 16 KAR 2:010 and 16 KAR 6:010 for
12 teaching exceptional children, grades primary through twelve (12).

13 Section 6. Incorporation by Reference. (1) Form TC-19, revised 7/2001, is incorporated by
14 reference.

15 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
16 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
17 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

1 **EDUCATION PROFESSIONAL STANDARDS BOARD**

2 **(AMENDMENT)**

3 **16 KAR 2:170. Probationary certificate for middle school teachers.**

4 RELATES TO: KRS 161.020, 161.028, 161.030

5 STATUTORY AUTHORITY: KRS 161.020, 161.028, 161.030

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020 and 161.030 require that a
7 teacher and other professional school personnel hold a certificate of legal qualifications for
8 the respective position to be issued upon completion of a program of preparation prescribed
9 by the Education Professional Standards Board. KRS 161.028 requires the Education
10 Professional Standards Board to establish the standards for obtaining and maintaining a
11 teaching certificate. This administrative regulation establishes the probationary certificate for
12 middle school teachers and the requirements for issuance and renewal of this certificate.

13 Section 1. Definition. "Qualified teacher" means a teacher who holds the appropriate
14 certification as a middle school teacher unless the superintendent of the employing school
15 district has documented evidence that the teacher is unsuitable for appointment.

16 Section 2. Requirements for Issuance of the Probationary Certificate for Middle School
17 Teachers, Grades Five (5) Through Nine (9). (1) If a qualified teacher is not available for the
18 position of middle school teacher at the grade level and content area necessary as attested by
19 the local superintendent, the superintendent may request a one (1) year probationary
20 certificate for a teacher who:

- (a) Holds at least a valid Kentucky teaching statement of eligibility or Kentucky teaching certificate issued by the Education Professional Standards Board;
- (b) 1. Has a cumulative grade point average of 2.5 on a 4.0 scale; or
2. Has a grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework;
- (c) Has an offer of employment from a Kentucky school district or accredited nonpublic school in grades five (5) through nine (9) in a content area or areas;
- (d) Has enrolled in an approved middle school preparation program for the content area or areas for which certification is sought; and
- (e) Has successfully completed at least twelve (12) semester credit hours of content coursework in each content area for which certification is sought.
- (2) Application shall be made on Form TC-MG.
- (3) Compliance with the requirements established in subsection (1)(d) and (e) of this section shall be verified by submission of a curriculum contract completed by the teacher education institution with an approved middle school preparation program in the content area or areas for which certification is sought.
- (4)(a) Upon completion of all requirements established in this section, the applicant shall be issued a probationary certificate for middle school teachers in the content area or areas valid for one (1) year.
- (b) The probationary certificate shall be valid for teaching grades five (5) through nine (9) in the content area or areas indicated on the face of the certificate.
- Section 3. Requirements for Renewal of a Probationary Certificate for Middle School Teachers, Grades Five (5) Through Nine (9). (1) The first renewal of the probationary

- 1 certificate for middle school teachers shall be for one (1) year based upon successful
2 completion of the following requirements:
- 3 (a) Evidence of employment in a Kentucky school district or nonpublic school in grades five
4 (5) through nine (9) in the content area or areas indicated on the initial probationary
5 certificate;
- 6 (b) Completion of at least six (6) semester hours or its equivalent from the approved middle
7 school preparation program as indicated on the teacher's curriculum contract; and
- 8 (c) Successful completion of the Kentucky Teacher Internship Program established in 16
9 KAR 7:010. Teachers who have successfully completed the Kentucky Teacher Internship
10 Program prior to issuance of the initial probationary certificate or who are not required to
11 complete the internship program under the requirements for out-of-state teachers established
12 in KRS 161.030(5) shall not be required to complete the internship program again while
13 serving on the probationary certificate.
- 14 (2) (a) Subsequent one (1) year renewals of the probationary certificate for middle school
15 teachers shall require at least six (6) semester hours or its equivalent of additional credit from
16 the approved middle school preparation program as indicated on the teacher's curriculum
17 contract.
- 18 (b) In compliance with the Federal No Child Left Behind Act of 2001 requirements
19 established in 20 U.S.C. 7801(23) and 34 C.F.R. Part 200.56, the total validity period of the
20 probationary certificate for middle school teachers shall not exceed three (3) years.
- 21 (3) Upon successful completion of all program requirements for the approved middle school
22 preparation program, including successful completion of all required assessments established

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1 in 16 KAR 6:010, a professional certificate for teaching middle school established in 16
2 KAR 2:010 and valid for five (5) years shall be issued.

3 (4) Program requirements for completion of the middle school preparation program while
4 serving on the probationary certificate for middle school teachers shall not include student
5 teaching.

6 Section 4. Incorporation by Reference. (1) Form TC-MG, rev. 7/2002, Education
7 Professional Standards Board, is incorporated by reference.

8 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
9 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
10 Kentucky 40602, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item H](#)

Action Item:

16 KAR 2:020, Occupation-based career and technical education certification, Amendment, Final Approval

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030

16 KAR 2:020

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools

Issue:

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 2:020?

Background:

As part of a review of all certificates in the area of career and technical education, university instructors asked EPSB staff to address the current regulation's allowance of occupational proficiency evaluations and assessments to be used in lieu of actual course work for the renewal of occupation-based certificates. This allowance may act to delay the new teacher's entry into the required 64-hour planned program, and such delay does not support the need for these teachers to progress in a timely manner toward completion of university coursework. (These teachers may enter the career and technical education classroom without a bachelors' degree due to the need for the candidate's strong background in a career field.)

Groups/Persons Consulted:

University instructors of career and technical education, administrators from the Kentucky Department of Education and the Department of Workforce Investment

Alternative Actions:

1. Approve the amendments to 16 KAR 2:020
2. Do not approve the amendments to 16 KAR 2:020

Staff Recommendation:

Alternative Action 1

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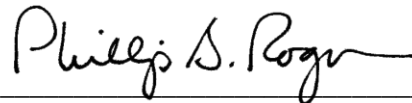
Rationale:

These changes will ensure that those entering the occupation-based route will move without delay into the needed course work.

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 2:020. Occupation-based career and technical education certification.

RELATES TO: KRS 156.095, 161.020, 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.028, and 161.030

require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed by the Education Professional Standards Board. This administrative regulation establishes the qualifications for teachers of occupation-based career and technical education and implements the testing and internship requirements of KRS 161.030.

Section 1. (1) The certificates for occupation-based career and technical education established in this administrative regulation shall be issued and renewed for occupation-based career and technical education teachers employed by the public schools, the Office of Career and [Department for] Technical Education of the Department of Workforce Investment [Development Cabinet], the Kentucky Community and Technical College System, or the Kentucky Department of Education.

(2) The certificates may be issued for any information technology, industrial education, public service, health science, or human services occupation area for which programs may be offered under the Kentucky ~~[State Plan for Career and Technical Education established in 704 KAR 3:304 or the Kentucky]~~ Program of Studies established in 704 KAR 3:303.

(3) Certificates for occupation-based career and technical education established in this administrative regulation:

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(a) Shall be initially issued to teacher candidates who are employed based upon required occupational experience in the subject area to be taught; and

(b) Shall not require a college degree for initial issuance.

Section 2. Issuance and Renewal of One (1) Year Provisional Certificates. (1) Initial

issuance. A provisional internship certificate for teaching occupation-based career and

technical education, valid for teaching only the subject or subjects stated on the face of the

certificate, shall be issued for a duration period of one (1) year upon completion of the

following requirements:

(a) High school graduation or its equivalent determined by evidence of an acceptable score

on the general education development test administered by an approved testing center;

(b) Four (4) years of successful and appropriate occupational experience in the area to be

taught, with:

1. At least two (2) years of the occupational experience completed within the last five (5)

years. A maximum of one (1) year of the required work experience may be satisfied by

completion of an accredited vocational preparation program for the occupation to be taught;

and

2. The occupational experience confirmed by the Kentucky Department of Education, the

Department of Workforce Investment [~~for Technical Education~~], or the Kentucky

Community and Technical College System;

(c) The completion of the testing provisions established in 16 KAR 6:020; and

(d) An offer of employment from a local school district, the Kentucky Department of

Education, the Department of Workforce Investment [~~for Technical Education~~], or the

Kentucky Community and Technical College System.

- 1 (2) First renewal of one (1) year provisional certificates.
- 2 (a) The first renewal of the one (1) year provisional certificate shall require the successful
3 completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010; and
- 4 (b) The completion of three (3) semester hours of credit in occupation-based career and
5 technical education laboratory/classroom management. This requirement may be met by
6 successfully completing the New Teacher Institute sponsored by the Department of of
7 Workforce Investment [~~for Technical Education~~].
- 8 (3) Subsequent renewal of one (1) year provisional certificate.
- 9 (a) Any subsequent renewal of the one (1) year provisional certificate after the successful
10 completion of the internship shall require the completion of a minimum of six (6) semester
11 hours of college credit for each renewal selected from the sixty-four (64) semester hour
12 planned program for the preparation of teachers in information technology, industrial
13 education, public service, health science, or human services occupations established in
14 Section 4 of this administrative regulation; and
- 15 (b) Documentation of completion of four (4) days of professional development as required by
16 KRS 156.095 and 158.070.
- 17 (4) Credit granted by a regionally or nationally accredited postsecondary institution for
18 occupational proficiency based upon past relevant experience or credit by examination shall
19 not be applied toward the provisional certificate renewal requirements
- 20 (5) [~~(4)~~] The one (1) year provisional certificate shall be limited to nine (9) one (1) year
21 renewals for a total validity period of ten (10) years, which do not need to be consecutive.

(6) [~~(5)~~] Credit granted by a regionally- or nationally-accredited postsecondary institution for occupational proficiency shall be applied toward the certificate renewal requirements established in this section.

(7) [~~(6)~~] Upon completion of the sixty-four (64) hour planned program established in Section 4 of this administrative regulation, the teacher shall:

(a) Receive the professional certificate established in Section 3 of this administrative regulation valid for five (5) years; and

(b) Adhere to the subsequent renewal requirements established in Section 3(3) of this administrative regulation.

Section 3. Issuance and Renewal of the Professional Certificate. (1) Initial issuance. A

professional certificate for teaching occupation-based career and technical education, valid for teaching only the subject or subjects stated on the face of the certificate, shall be issued for a duration period of one (1) year upon completion of the following requirements:

(a) Compliance with Section 2(1) of this administrative regulation; and

(b) The completion of a planned program consisting of a minimum of sixty-four (64) semester hours of college credit established in Section 4 of this administrative regulation.

(2) First renewal.

(a) The first renewal shall require the successful completion of the Kentucky Teacher Internship Program established in 16 KAR 7:010.

(b) Upon meeting the requirements established in paragraph (a) of this subsection, the teacher shall receive the professional certificate valid for an additional four (4) years.

(c) An occupation-based career and technical education teacher who has successfully completed the Kentucky Teacher Internship Program prior to issuance of the initial

professional certificate or who is not required to complete the internship program under the requirements for out-of-state teachers established in KRS 161.030(5) shall not be required to complete the internship program again while serving on the professional certificate.

(3) Subsequent renewal. The professional certificate shall be renewed for subsequent five (5) year periods upon completion of:

(a) Three (3) years of teaching or occupational experience in the occupational specialty; or

(b) Six (6) semester hours of college credit related to the certification area.

Section 4. The planned program for occupation-based career and technical education teachers shall:

(1) Include a minimum of sixty-four (64) semester hours of college credit with at least twenty-four (24) semester hours in academic and professional education preparation during the first four (4) years of certificate validity;

(2) Utilize the proficiency evaluation established in 16 KAR 5:030;

(3) Be based upon the experienced teacher standards established in 16 KAR 1:010;

(4) Meet the specialty program association standards established in 16 KAR 5:010; and

(5) Be accredited by the Education Professional Standards Board using the applicable standards and procedures established in 16 KAR 5:010.

Section 5. Information Technology Teachers. (1) A teacher shall possess one (1) of the following credentials to instruct in the field of information technology:

(a) Provisional certificate established in Section 2 of this administrative regulation;

(b) Professional certificate established in Section 3 of this administrative regulation;

(c) Computer information systems certificate established in 16 KAR 2:010;

(d) Computer science endorsement established in 16 KAR 2:010; or

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- 1 (e) Instructional computer technology endorsement established in 16 KAR 2:010.
- 2 (2) If a qualified teacher is not available for the position of information technology teacher,
- 3 as attested to by the local school superintendent or the Commissioner of the Department of
- 4 Workforce Investment [~~Technical Education~~], a one (1) year probationary certificate may be
- 5 issued under the requirements established in 16 KAR 2:190

6

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item I

Action Item:

16 KAR 3:080, Vocational education administrators, Amendment, Final Approval

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030

16 KAR 3:080

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools

Issue:

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 3:080?

Background:

As part of a review of all certificates in the area of career and technical education, EPSB staff believe it necessary to address the current regulation's lack of clarity regarding who may be hired for the position of career and technical school principal. In recent years, the lack of availability of candidates in certain parts of the state has led to the hiring of administrators who hold the regular principal certificate. While university programs have begun to produce more candidates for these positions during the past three years, representatives of the two governing entities for career and technical schools believes there still exists a need for flexibility due to the inevitable regional shortages.

EPSB staff has worked with these entities as well as representatives from all state institutions who offer the career and technical principal certification program to construct a proposed change which would allow the employment of principal candidates who possess the regular principal certification along with appropriate career and technical teaching background.

The proposed changes also lengthened the teaching experience requirement for such principals to three years to align this with other regulations governing administrative certificates. In addition, the proposal reflects name changes in the governing entities for career and technical education and streamlined language regarding prior issuances of career and technical supervision certificates.

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Groups/Persons Consulted:

University instructors of career and technical education, administrators from the Kentucky Department of Education and the Department of Workforce Investment

Alternative Actions:

1. Approve the amendments to 16 KAR 3:080
2. Do not approve the amendments to 16 KAR 3:080

Staff Recommendation:

Alternative Action 1

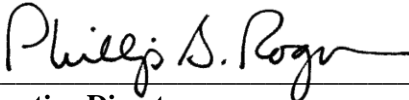
Rationale:

These changes would put into regulation a plan by which regional shortages for vocational education administrators may be addressed.

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 3:080. Career and Technical Education [~~Vocational education~~] administrators.

RELATES TO: KRS 161.020, 161.025, 161.027, 161.030

STATUTORY AUTHORITY: KRS 156.070, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.020, 161.025, and 161.030

require that teachers and other professional school personnel hold certificates of legal qualifications for their respective positions to be issued upon completion of programs of preparation prescribed and approved by the Education Professional Standards Board [~~by the Kentucky Council on Teacher Education and Certification and approved by the State Board of Education~~]; furthermore, the teacher education institutions are required to be approved for offering the preparation programs corresponding to particular certificates [~~on the basis of standards and procedures recommended by the council and approved~~] by the Education Professional Standards Board [~~state board~~]. KRS 161.027 moreover, mandates testing and internship requirements for principals. This administrative regulation establishes appropriate certificate conditions for their issuance and renewal, and relates to the corresponding standards and procedures for program approval as included in the Kentucky Standards for Preparation-Certification of Professional School Personnel for career and technical [~~vocational~~] education administrators.

Section 1. [~~4~~] The certificate for administration, supervision, and coordination of vocational education issued only through January 4, 1988 and only under prior versions of this

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~~administrative regulation [shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education administrative regulations to an applicant who has at least two (2) years of teaching experience in a vocational education teaching assignment and who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standards and procedures included in the Kentucky Standards for Preparation Certification of Professional School Personnel, as incorporated by reference in 16 KAR 5:013.~~

~~(2) The certificate for administration, supervision, and coordination of vocational education]~~
does not of itself qualify the holder for any vocational education position but rather it is designated as one of the several requirements for certain positions of administration, supervision, and coordination as identified in the Kentucky State Plan for Vocational Education, as incorporated by reference in 780 [705] KAR 1:010.

~~[(3) The duration of the certificate for administration, supervision, and coordination of vocational education shall be for continuing service.~~

~~(4) The certificate for administration, supervision, and coordination of vocational education programs may be issued for an initial period of one (1) year upon completion of eight (8) semester hours credit selected from the prescribed curriculum and upon completion of the other nonacademic prerequisites. The remaining curriculum requirements shall be completed by September 1 of the calendar year following the year of initial issuance. The certificate may then be renewed for continuing service.~~

~~(5) When a qualified person is not available for a critical administrative position, the Superintendent of Public Instruction may approve a one (1) year endorsement of a vocational teaching certificate for the administration, supervision, and coordination of vocational~~

1 education, provided the application includes a plan of in-service growth and development
2 showing how the applicant and his employer will work toward meeting the full requirements.
3 ~~(6) The provisions of this section shall expire on January 4, 1988; instead, new candidates~~
4 ~~may qualify for the certificate for vocational school principal outlined in Section 2 of this~~
5 ~~administrative regulation or the certificate for vocational education supervision and~~
6 ~~coordination outlined in Section 3 of this administrative regulation.]~~
7 Section 2. (1) The certificate for career and technical ~~[vocational]~~ school principal shall be
8 issued in accordance with the pertinent Kentucky statutes and Education Professional
9 Standards Board ~~[State Board of Education]~~ administrative regulations to an applicant who
10 has at least three (3) ~~[two (2)]~~ years of teaching experience in a career and technical
11 ~~[vocational]~~ education teaching assignment and who has completed the approved program of
12 preparation which corresponds to the certificate at a teacher education institution approved
13 under the standards and procedures for approval of preparation programs as outlined in 16
14 KAR 5:010 ~~[included in the Kentucky Standards for the Preparation-Certification of~~
15 ~~Professional School Personnel, 16 KAR 5:013, TEC 90.0].~~
16 (2) The certificate shall be issued and renewed in accordance with the ~~[testing and internship]~~
17 provisions of KRS 161.027 and related administrative regulations.
18 (3)(a) The initial certificate for career and technical ~~[vocational]~~ school principal shall be
19 issued for a duration period of one (1) year upon successful completion of the approved
20 curriculum and the tests prescribed under KRS 161.027 and 16 KAR 6:030 and upon
21 obtaining employment for an internship position as principal or assistant principal of a career
22 and technical ~~[vocational]~~ school. During the period of validity of the one (1) year certificate

the internship program for career and technical ~~[v^oca^tional]~~ school principals as outlined in KRS 161.027 shall be completed. Upon successful completion of the internship, the certificate shall be extended for four (4) years.

(b) The certificate shall be renewed subsequently for five (5) year periods. Each five (5) year renewal thereafter shall require the completion of two (2) years of experience as a career and technical ~~[v^oca^tional]~~ school principal, or three (3) semester hours of additional graduate credit related to the position of career and technical ~~[v^oca^tional]~~ school principal, or forty-two (42) hours of approved training selected from programs approved for the Kentucky Effective Instructional Leadership Training Program.

(4) In compliance with KRS 161.027, persons applying for the certificate for career and technical ~~[v^oca^tional]~~ school principal who satisfy the curriculum requirements and all other prerequisites, and who have completed at least two (2) years of successful full-time experience, including at least 140 days per year, as a career and technical ~~[v^oca^tional]~~ school principal, within a ten (10) year period prior to making application, will be exempt from the internship requirements for career and technical ~~[v^oca^tional]~~ school principal, but shall be required to pass the written examinations required by KRS 161.027 and the governing administrative regulation.

5. (1) The certificate for career and technical school principal shall be valid for the position of principal at a career and technical school.

(2) The hiring authority of a career and technical school may also employ as a principal a candidate who possesses the following:

(a) A valid Kentucky certificate or statement of eligibility for instructional leadership--school principal;

1 (b) A valid Kentucky certificate for a career and technical education; and

2 (c) A minimum of three (3) years of teaching experience in the field of career and technical
3 education.

4 Section 3. (1) The certificate for career and technical education principal [~~vocational~~
5 ~~education supervision and coordination~~] shall be issued in accordance with the pertinent

6 Kentucky statutes and State Board of Education administrative regulations to an applicant
7 who has at least three (3) [~~two (2)~~] years of teaching experience in a career and technical

8 [~~vocational~~] education teaching assignment and who has completed the approved program of
9 preparation which corresponds to the certificate at a teacher education institution approved

10 under the standards and procedures of the Education Professional Standards Board pursuant
11 to 16 KAR 5:010. [~~included in the Kentucky Standards for the Preparation-Certification of~~

12 ~~Professional School Personnel, 16 KAR 5:013, TEC 90.0.~~]

13 (2) The certificate for career and technical [~~vocational~~] education supervision and

14 coordination shall be issued for a duration period of five (5) years and shall be renewed

15 subsequently for five (5) year periods. Each five (5) year renewal shall require the

16 completion of two (2) years of experience as a supervisor or coordinator of career and

17 technical [~~vocational~~] education, or three (3) semester hours of additional graduate credit

18 related to the position of supervisor or coordinator of career and technical [~~vocational~~]

19 education, or forty-two (42) hours of approved training selected from programs approved for

20 the Kentucky Effective Instructional Leadership Training Program.

21

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item J

Action Item:

16 KAR 6:020, Written examination prerequisites for occupation-based career and technical education teachers, Amendment, Final Approval

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030
16 KAR 6:020

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 6:020?

Background:

As part of a review of all certificates in the area of career and technical education, EPSB staff believe it necessary to address the current practice of allowing a six-month waiver for newly hired occupation-based career and technical education teachers to successfully complete the Preprofessional Skills Test (PPST, also known as Praxis I.) The purpose of the PPST is to give universities a reasonable assurance that a new teacher has sufficient academic skills to succeed in the required 64-hour planned program, and coursework beyond that point, which he/she must complete to retain occupation-based certification.

The six-month waiver has never been put into regulation by the EPSB, rather it was permitted by Board action at the August 18, 2003 meeting. (Board Action #2003-106) This action was taken to aid university personnel in requiring PPST to be used as a predictive measure regarding the academic abilities of new occupation-based teachers. While the Board supported the need for the PPST, the waiver was allowed because the timing of the assessment dates often prevented schools from hiring new teachers in August since the time to take and receive scores for the test could not be secured until later in the fall. The Board asked that staff monitor the implementation of the waiver and make a recommendation to the Board at a later date as to whether to amend 16 KAR 6:020.

EPSB staff is recommending that the PPST be retained; however, staff is also proposing that the Compass test, designed by American College Test (ACT) be used as an alternative in cases where timing of new hires is a critical issue. Compass also is used as a predictive assessment, and it has the advantage of being available at all locations of the Kentucky Community and Technical College System (KCTCS). In addition, it can be scored immediately, eliminating the need for the six-month waiver process.

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Representatives of the Kentucky Department of Education (KDE), Workforce Investment, and universities offering the occupation-based career and technical program have endorsed the use of the Compass test as an alternative to the PPST. The cut scores proposed in the regulation are equal to that of an 18 on the American College Test, which is the minimum composite score currently needed for entry into a KCTCS program. (It should be noted that a PPST validation panel is planned for June 2006; thus it is possible that PPST scores shown in the regulation may need to be modified before the regulation is approved via the regulatory review process.)

An addition has also been made to the regulation to reflect the need for an assessment standard for the evolving certification area of Culinary Arts.

Groups/Persons Consulted:

University instructors of career and technical education, administrators from the Kentucky Department of Education and the Department of Workforce Investment

Alternative Actions:

1. Approve the amendments to 16 KAR 6:020
2. Do not approve the amendments to 16 KAR 6:020

Staff Recommendation:

Alternative Action 1

Rationale:

These changes will eliminate the need for the current six-month waiver process for occupation-based teachers to complete testing. This waiver is not currently in regulation and these changes will address this situation.

Contact Persons:

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 6:020. Written examination prerequisites for occupation-based career and technical education teachers.

RELATES TO: KRS 161.028, 161.030

STATUTORY AUTHORITY: KRS 161.028, 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(3)(a) requires that all new teachers, including out-of-state teachers with less than two (2) years' experience, successfully complete appropriate written tests prior to initial certification in Kentucky and serve a one (1) year internship. This administrative regulation establishes the tests and passing scores for occupation-based career and technical education teachers certified under 16 KAR 2:220.

Section 1. (1) All new information technology, industrial education, health science, human services occupation, and public service teacher applicants, and other applicants for occupation-based career and technical education teacher certificates both with and without a teacher preparation degree; and out-of-state applicants for occupation-based career and technical education certification with less than two (2) years of teaching experience shall successfully complete the appropriate written tests prior to initial Kentucky certification.

(2) Each applicant without an educator [a teacher] preparation degree shall successfully complete either the Pre-Professional Skills Test (PPST) or the COMPASS Test for communication skills and general knowledge.

(3) All applicants shall demonstrate subject matter competency via passage of the specialty test in the occupational area for which certification is to be granted or completion of the

appropriate state or national industry licensure, certification, or registration as established in this administrative regulation.

(4) The certificates and examination prerequisites shall be divided into the following four (4) categories:

(a) Industrial education:

1. National Occupational Competency Testing Institute's (NOCTI) Teacher Occupational Competency Test (TOCT) if one (1) corresponding to the teaching specialty is available;

2. Kentucky Department of Education or Kentucky Department for Technical Education developed or identified assessment corresponding to the teaching specialty;

3. Appropriate state or national industry licensure, certification, or registration; or

4. Minimum postsecondary educational attainment in a related area of study;

(b) Health science and human services occupations. The appropriate state or national industry licensure, certification, or registration;

(c) Public-service. The appropriate state or national industry licensure, certification, or registration; or

(d) Information technology. The appropriate national industry-recognized information technology certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores or other examination prerequisites identified in this section for each new teacher applicant and each teacher seeking an additional certificate.

(1) Preprofessional Skills Test:

(a) Reading - 167;

- 1 (b) Mathematics - 166; and
- 2 (c) Writing - 167;
- 3 (2) In lieu of the Preprofessional Skills Tests identified in subsection (1) of this section, a
- 4 new teacher applicant may meet the testing requirement by obtaining the following
- 5 COMPASS Test scores:
- 6 (a) Reading – 78;
- 7 (b) Pre-Algebra – 48; and
- 8 (c) Writing – 68.
- 9 (3) Specialty area tests or other examination prerequisites for occupation based certification
- 10 [~~industrial education~~]:
- 11 (a) Air conditioning technology. NOCTI Heating, Ventilation and Air Conditioning (#144) -
- 12 63;
- 13 (b) Aviation flight technician. Federal Aviation Administration certified commercial license
- 14 with instructor endorsement;
- 15 (c) Aviation maintenance technician. Federal Aviation Administration certified airframe and
- 16 power plant;
- 17 (d) Major appliance technology. NOCTI Appliance Repair (#277) - 64;
- 18 (e) Auto body technology:
- 19 1. NOCTI Collision Repair/Refinishing Technology Test (#138) - 61; or
- 20 2. Automotive Service Excellence (ASE) certification;
- 21 (f) Automotive technology:
- 22 1. NOCTI Automotive Technician Test (#303) - 63; or

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- 1 2. Automotive Service Excellence (ASE) certification;
- 2 (g) Building and apartment maintenance. NOCTI Building Trades Maintenance (#125) - 52;
- 3 (h) Wood manufacturing technology. NOCTI Cabinetmaking and Millwork (#124) - 49;
- 4 (i) Carpentry. NOCTI Carpentry (#207) - 58;
- 5 (j) Visual communication art. NOCTI Advertising and Design (#136) - 69;
- 6 (k) Diesel technology:
 - 7 1. NOCTI Diesel Mechanics (#152) - 62; or
 - 8 2. Automotive Service Excellence (ASE) certification;
- 9 (l) Computer-aided drafting. NOCTI Technical Drafting and Design (#039) - 62;
- 10 (m) Electrical technology. NOCTI Electrical Construction (#261) - 45;
- 11 (n) Electronics technology. NOCTI Electronics Technology (#253) - 44;
- 12 (o) Graphic technology. NOCTI Graphic Imaging Technology (#137) - 62;
- 13 (p) Heavy equipment operation. Commonwealth of Kentucky license for equipment taught;
- 14 (q) Industrial maintenance technology. NOCTI Industrial Technology (#076) - 44;
- 15 (r) Interior finishing and design. NOCTI Painting and Decorating (#135) - 44;
- 16 (s) Machine tool technology. NOCTI Precision Machining (#220) - 50;
- 17 (t) Masonry - NOCTI Masonry (#209) - 64;
- 18 (u) Multimedia:
 - 19 1. NOCTI Graphic Imaging Technology (#137) - 62;
 - 20 2. Macromedia Certified Professional; or
 - 21 3. Adobe Certified Expert;
- 22 (v) Plumbing technology. NOCTI Plumbing (#110) - 55;

- 1 (w) Radio and television production. NOCTI Audiovisual Communication Technology
- 2 (#249) - 52;
- 3 (x) Metal fabrication. NOCTI Sheet Metal (#211) - 60;
- 4 (y) Small engine repair technology:
 - 5 1. NOCTI Air-cooled Gas Engine Repair (#256) - 71; or
 - 6 2. Equipment and Engine Training Council (EETC) Outdoor Power Equipment Certification;
- 7 (z) Welding:
 - 8 1. NOCTI Welding (#121) - 53; or
 - 9 2. American Welding Society (AWS) Certified Welder;
- 10 (aa) Industrial chemical technology. Bachelor's degree in chemistry or related sciences;
- 11 (bb) Construction. NOCTI Carpentry (#207) - 58;
- 12 (cc) Engineering technology. Bachelor's degree in engineering;
- 13 (dd) Environmental technology. No test identified;
- 14 (ee) Heavy highway construction. No test identified;
- 15 (ff) Manufacturing:
 - 16 1. NOCTI Industrial technology (#076) - 44; or
 - 17 2. NOCTI Precision Machining (#220) - 50;
- 18 (gg) Marine technology. NOCTI Marine Mechanics (#131) - 78; or
- 19 (hh) Plastics technology. No test identified;
- 20 (4) ~~(3)~~ Specialty area tests or other examination prerequisites for health science and human
- 21 services occupations:
- 22 (a) Barbering. The Kentucky Board of Barbering Instructors' License;

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- 1 (b) Cosmetology. Kentucky Board of Hairdressers and Cosmetologists Instructors' License;
- 2 (c) Health science. Registered Nurse License in Kentucky and meet applicable accrediting
- 3 body state and federal requirements;
- 4 (d) Allied health sciences. Active licensure, certification, or registration by a state or
- 5 nationally-recognized accrediting agency as a professional health care practitioner following
- 6 completion of a minimum of an associate degree or technical diploma preparation program;
- 7 (e) Practical nursing. Registered Nurse License in Kentucky and meet applicable accrediting
- 8 body state and federal requirements.
- 9 (f) Culinary arts. In the field of culinary arts, an individual must provide proof of one of the
- 10 following prerequisites:
- 11 1. NOCTI Quantity Foods (#225) - 55;
- 12 2. NOCTI Quantity Food Preparation (#117) - 39; or
- 13 3. American Culinary Federation Professional Certification.
- 14 (5) [(4)] Specialty area tests or other examination prerequisites for public service:
- 15 (a) Law Enforcement. Certification as a police officer or police instructor from the Kentucky
- 16 Law Enforcement Council;
- 17 (b) Fire and rescue training. State Fire Commission Instructor Certification;
- 18 (c) EMS training. First Responder Instructor Certification and EMT Instructor Certification
- 19 by the Kentucky EMS Board; or
- 20 (6) [(5)] Specialty area tests for information technology:
- 21 (a) Computing Technology Industry Association (CompTIA):
- 22 1. A+ Certification;

- 1 2. I-Net+ Certification;
- 2 3. Server+ Certification; or
- 3 4. Network+ Certification;
- 4 (b) Cisco Certified Network Associate (CCNA);
- 5 (c) Microsoft Certified Professional (MCP);
- 6 (d) Novell Certified Administrator (CAN); or
- 7 (e) NOCTI Computer Technology Test (#226) – 63 [~~no test identified~~].

8 Section 3. Teacher applicants in any occupation-based career and technical education
9 programs for which no appropriate specialty test is yet available shall not be required to take
10 a specialty test, except for research and validation purposes. After a new program has been
11 piloted and fully implemented a test shall be developed or identified and a new teacher
12 applicant shall be required to pass a designated specialty test.

13 Section 4. (1) Applicants for initial certification may take the written tests on any of the dates
14 established by the Kentucky Department of Workforce Investment [~~for Technical Education~~],
15 with the tests to be administered on a regular basis.

16 (2) Public announcement of testing dates and locations shall be issued sufficiently in advance
17 of testing dates to permit advance registration as required by the Kentucky Department of of
18 Workforce Investment [~~for Technical Education~~].

19 (3) An applicant shall seek information regarding the dates and location of the tests and make
20 application to the Kentucky Department for Technical Education for the appropriate tests
21 prior to the deadlines established and sufficiently in advance of anticipated employment.

(4) Applicants shall authorize test results to be forwarded to the Education Professional Standards Board.

Section 5. Applicants shall pay an examination fee directly to the testing agency for the required tests. The testing agency shall publish the examination fee with the publication of testing dates.

Section 6. An applicant who fails to achieve at least the minimum score on any of the appropriate examinations may retake the test or tests during one (1) of the scheduled test administrations. All retakes shall meet the regularly scheduled testing dates. Initial certification shall not be granted until acceptable scores are achieved in each of the required areas.

Section 7. Assessment Recency. (1) Beginning September 1, 2003, an applicant for initial or additional Kentucky teacher certification shall comply with the assessment recency requirements established in this section.

(2) A test established in this administrative regulation shall be valid for five (5) years from the test administration date.

(3) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for five (5) years from the test administration date.

(4)(a) A teacher shall complete application for certification to the Education Professional Standards Board within the five (5) year validity period of the test and the passing score.

(b) A teacher who fails to complete application for certification to the Education Professional Standard Board within the five (5) year validity period of the test and the passing score shall

- 1 retake the appropriate test or tests and achieve the appropriate passing score or scores
- 2 required for certification at the time of application.
- 3 (5) The test administration date shall be established by the National Occupational
- 4 Competency Testing Institute or other authorized test administrator.
- 5 Section 8. The Education Professional Standards Board in conjunction with the Department
- 6 of Workforce Investment [~~for Technical Education~~] shall collect data and conduct analyses of
- 7 the impact of these tests as to permit a review of these administrative regulations on a regular
- 8 basis.
- 9

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

[Action Item K](#)

Action Item:

16 KAR 9:040, Part-time adjunct instructor certificate, Amendment, Final Approval

Applicable Statutes and Regulations:

KRS 161.020, 161.028, 161.030

16 KAR 9:040

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board (EPSB) approve amendments to 16 KAR 9:040?

Background:

As part of a review of all certificates in the area of career and technical education, EPSB staff propose the addition of language to clearly reflect the same prerequisite requirements for the part-time adjunct occupation-based instructor certificate as are required in the full-time instructor certificate. This change was recommended by representatives of the Kentucky Department of Education working with EPSB staff.

Groups/Persons Consulted:

University instructors of career and technical education, administrators from the Kentucky Department of Education and the Department of Workforce Investment

Alternative Actions:

1. Approve the amendments to 16 KAR 9:040
2. Do not approve the amendments to 16 KAR 9:040

Staff Recommendation:

Alternative Action 1

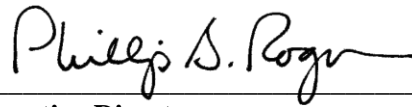
Rationale:

These changes will standardize the academic requirement for the occupation-based adjunct certificate with those associated with other adjunct certificates.

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Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

(AMENDMENT)

16 KAR 9:040. Part-time adjunct instructor certificate.

RELATES TO: KRS 161.020, 161.028(1)(a), (c), 161.030, 161.046, 161.048(5), 161.120

STATUTORY AUTHORITY: KRS 161.028(1)(a), (c), 161.030, 161.046(2), 161.048(1)(d)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.046 and 161.048(5) establish the position of adjunct instructor and require the Education Professional Standards Board to promulgate administrative regulations to establish certification requirements. This administrative regulation establishes the minimum requirements for an adjunct instructor certificate.

Section 1. Definition. "Exceptional life or work experience candidate" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally-accepted standards in the area in which certification is sought.

Section 2. Candidate Eligibility Requirements. (1) An adjunct instructor shall meet the requirements for good moral character as required in KRS 161.120 and the following requirements relating to educational and occupational experience:

(a) An adjunct instructor employed in middle school or secondary school shall hold:

1. A bachelor's degree from a regionally accredited institution with:

a.(i) A cumulative minimum grade point average of 2.50 on a 4.00 scale; or

(ii) A minimum grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; and

b. A major, minor, or area of concentration in the specialty subject to be taught; or

2. A master's degree in the specialty subject to be taught from a regionally-accredited institution with the minimum grade point average established in subparagraph 1a of this paragraph.

(b) An adjunct instructor in elementary school or early childhood education program shall hold:

1. A bachelor's degree from a regionally-accredited institution with:

a.(i) A cumulative minimum grade point average of 2.50 on a 4.0 scale; or

(ii) A minimum grade point average of 3.0 on a 4.0 scale on the last sixty (60) hours of credit completed, including undergraduate and graduate coursework; and

b. A major, minor, or area of concentration in a planned program of child development or a related area; or

2. A master's degree in a planned program of child development or a related area from a regionally accredited institution with the minimum grade point average established in subparagraph 1a of this paragraph.

(c) An adjunct instructor for occupation based career and technical education-industrial education shall:

1. Be a high school graduate; and

2. Have at least four (4) years of appropriate occupational experience for the [~~industrial education~~] specialty to be taught and complete the specialty area examination prerequisite as identified in 16 KAR 6:020 or hold either an associate degree or technical diploma in a related area.

(2)(a) An applicant for adjunct instructor certification who does not meet the minimum academic preparation requirements established in subsection (1) of this section may apply for this certificate as an exceptional life or work experience candidate.

- 1 (b) An exceptional life or work experience candidate shall be recommended by the
2 employing school district and complete the application process established in subsection (3)
3 of this section.
- 4 (c) An exceptional life or work experience candidate shall include the following information
5 as verification of exceptional qualifications in the field of endeavor to be taught or service to
6 be practiced:
- 7 1. Sufficient documentation that demonstrates to the local school district and the Education
8 Professional Standards Board that an applicant is one who has exceptional life or work
9 experience as defined in Section 1 of this administrative regulation and has talents and
10 abilities commensurate with the New Teacher Standards established in 16 KAR 1:010;
- 11 2. Documentation of achievement that may include academic and nonacademic preparation,
12 distinguished employment, evidence of related study or experience, publications,
13 professional achievement, or recognition attained for contributions to an applicant's field or
14 endeavor; and
- 15 3. Recommendations from professional associations, former employers, professional
16 colleagues, or any other individual or group whose evaluations shall support exceptional life
17 or work experience in this field.
- 18 (3) Form TC-25 signed by the local district superintendent and approved by the local board
19 of education shall be submitted to the Education Professional Standards Board for each
20 adjunct instructor. The application shall be accompanied by official transcripts of all college
21 credits earned by the prospective adjunct instructor along with documentation of any
22 exceptional competencies or experiences submitted in support of the application. Upon

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1 receipt of the application and appropriate documentation, a candidate meeting all of the
2 requirements shall be issued a one (1) year adjunct instructor certificate.

3 Section 3. Orientation Program. Each local board of education shall provide for an
4 orientation program for the adjunct instructors employed within the district. A detailed
5 description of the orientation program shall be a part of the certificate application form. The
6 orientation program shall include an emphasis on student safety, district policies and
7 procedures, and pedagogical assistance commensurate with the New Teacher Standards
8 established in 16 KAR 1:010.

9 Section 4. Incorporation by Reference. (1) Form TC-25, revised 8/99, is incorporated by
10 reference.

11 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law,
12 at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort,
13 Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item L

Action Item:

Brescia University: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028

16 KAR 5:010

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Issue:

Should the EPSB grant continuing accreditation to the Educator Preparation Unit and approve the initial and advanced level preparation programs at Brescia University?

Background:

A State Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Brescia University on October 29-November 2, 2005. The BOE reviewed the program review documents as part of the on-site visit. The BOE team also voted on each of the standards and found all standards “Met.”

The Accreditation Audit Committee (AAC) members met March 31, 2006 (see minutes on pages 151-164) and reviewed the Institutional Report, BOE report, institutional rejoinder, and annual data and narrative reports from Brescia University.

The AAC agreed with the Areas for Improvement cited below:

Corrected Areas for Improvement:

Standard 4: Diversity

- 1) The unit has attained gender and cultural diversity. However the unit does not have a specific plan to recruit and retain a diverse faculty.

Standard 5: Faculty Qualifications, Performance and Development

- 1) The unit has a program in the area of Moderate and Severe Disabilities (MSD), but it does not have a faculty member qualified in this area.

Continued Areas for Improvement:

Standard 4: Diversity

- 1) The unit lacks a racially diverse student body.

Standard 5: Faculty Qualifications, Performance and Development

- 1) The conceptual framework is not clearly shared with the professional community.

Standard 6: Unit Governance and Resources

- 1) The division chair/unit head consistently carries a work overload.

New Areas for Improvement

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1) Dispositions for all candidates are not clearly defined, communicated, or assessed.
- 2) Candidates in the Special Education program have not attained a Praxis II pass rate of 80% on the Special Education Core Principles exam.

Standard 3: Field Experiences and Clinical Practice

- 1) No formal mechanism is in place to ensure a wide range of field placements and field experiences.
- 2) Feedback to candidates and the unit on field experiences is not consistent and systematic across all programs.

Standard 4: Diversity

- 1) There is limited evidence that a systematic method is in place to ensure all candidates have the opportunity to work with ethnically and culturally diverse P-12 students.

Standard 6: Unit Governance and Resources

- 1) There is insufficient support staff to provide assistance for the programs offered by the unit.
- 2) The budget for the Curriculum Resources Center is insufficient.

The AAC cited an additional area for improvement in Standard 6 as follows:

- 3) There are insufficient funds for professional development.
Rationale: Faculty in the unit receive professional development allocations which amount to approximately \$175 annually.

The AAC did not agree with the BOE team that all the standards were met. The AAC recommends that Standard 6 is “Not Met” as a result of the continuing areas for improvement and the new areas for improvement cited above. The BOE team chair

was asked whether she agreed with the AAC's recommended change in the additional area for improvement and the finding of "Not Met" for Standard 6. The BOE team chair submitted a memo indicating that she concurred with the AAC's changes.

Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the areas for improvement listed above and recommends: (1) ACCREDITATION WITH CONDITIONS and (2) APPROVAL OF THE INITIAL and ADVANCED LEVEL EDUCATOR PREPARATION PROGRAMS at Brescia University. The AAC recommends that Brescia University submit a written report addressing Standard 6 within six months.

(NOTE: Documentation as it relates to the cited areas for improvement will be sent in the Under Separate Cover section.. All accreditation materials will be available at the meeting or will be mailed upon request for those board members wishing to review them.)

Groups/Persons Consulted:

Content Area Program Reviewers
Continuous Assessment Review Committee
Reading Committee
State Board of Examiners Team for Brescia University
Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION WITH CONDITIONS for Brescia University.
2. Modify the AAC recommendation and grant CONTINUING ACCREDITATION for Brescia University.
3. Do not accept the AAC recommendation and grant ACCREDITATION WITH PROBATION for Brescia University.

Issue Two: Program Approval

1. Accept the recommendation of the AAC and grant APPROVAL for the initial and advanced level educator preparation programs at Brescia University.
2. Modify the AAC recommendation and grant APPROVAL WITH CONDITIONS for the initial and advanced level educator preparation programs at Brescia University.
3. Do not accept the AAC recommendation and stipulate DENIAL OF APPROVAL for the initial and advanced level educator preparation programs at Brescia University.

AAC Recommendation:

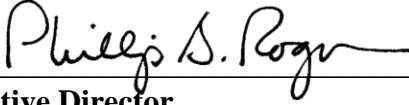
Issue One: Alternative 1
Issue Two: Alternative 1

Rationale:

The State BOE team and AAC followed national and state guidelines for accreditation of educator preparation programs.

Contact Person:

Dr. Marilyn Troupe, Director
Division of Educator Preparation
(502) 564-4606
E-mail: marilyn.troupe@ky.gov



Executive Director

Date:

May 15, 2006

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

ACTION ITEM L

Action Item:

Alice Lloyd College: Accreditation of the Educator Preparation Unit and Approval of Programs

Applicable Statute or Regulation:

KRS 161.028
16 KAR 5:010

Applicable Goal:

Goal I: Every educator preparation program in Kentucky shall meet all accreditation standards established by the Education Professional Standards Board (EPSB).

Issue:

Should the EPSB grant continuing accreditation to the Educator Preparation Unit and approve the initial level preparation programs at Alice Lloyd College?

Background:

A State Board of Examiners (BOE) team conducted the on-site evaluation of the Educator Preparation Unit at Alice Lloyd College on October 15-19, 2005. The BOE reviewed the program review documents as part of the on-site visit. The BOE team also voted on each of the standards and found Standards 2 and 4 “Not Met.”

The Accreditation Audit Committee (AAC) members met March 31, 2006 (see minutes on pages 151-164) and reviewed the Institutional Report, BOE report, institutional rejoinder, and annual data and narrative reports from Alice Lloyd College.

The AAC agreed with the Areas for Improvement cited below:

Corrected Areas for Improvement:

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 2) Varying methodological application in specialty studies is lacking.

Standard 4: Diversity

- 2) The composition of the students enrolled in the education program does not represent cultural diversity.

- 3) There are no resources budgeted to recruit, admit and retain a diverse student body.
- 4) The unit does not have a written plan or adequate resources to ensure hiring and retaining of a diverse faculty.

Standard 5: Faculty Qualifications, Performance, and Development

- 1) Varying methodological application in specialty studies is lacking.

Continued Areas for Improvement:

Standard 4: Diversity

- 2) The composition of the faculty does not represent cultural diversity.

New Areas for Improvement

Standard 1: Candidate Knowledge, Skills, and Dispositions

- 1) Teacher candidates are not consistently assessing P-12 student learning or developing learning experiences based on students' developmental levels or prior experience.

Standard 2: Assessment System and Unit Evaluation

- 1) Information technology is not currently being used to systematically and consistently aggregate or analyze data for the purpose of program improvement.
- 2) Not all data are aggregated, summarized, evaluated, and regularly distributed to decision making bodies.
- 3) The assessment system does not have a complete data set for the last two years.

Standard 3: Field Experiences and Clinical Practice

- 1) There is no systematic mechanism in place to ensure that candidates have the opportunity to develop the knowledge, skills, and dispositions to help all students learn.

Standard 4: Diversity

- 1) The unit does not have a systematic method to ensure that all candidates work with racially diverse students.
- 2) There is no clear indication of how diversity proficiencies are measured during clinical practice. Assessments of candidate proficiencies do not provide data on candidates' abilities to help all students learn.

During the last continuing accreditation visit in 1999, the unit was cited with a new weakness: "The conceptual framework is not based on established and current research." As the recent BOE team reviewed the research base, it discovered that significant portions of the Alice Lloyd College Conceptual Framework had been plagiarized from the Wittenberg University Conceptual Framework (2001).

Pursuant to 16 KAR 5:010, Section 18, the AAC accepts the areas for improvement listed above and recommends: (1) ACCREDITATION WITH PROBATION and (2) APPROVAL WITH CONDITIONS OF THE INITIAL LEVEL EDUCATOR PREPARATION PROGRAMS at Alice Lloyd College.

(NOTE: Documentation as it relates to the cited areas for improvement will be sent in the Under Separate Cover section. All accreditation materials will be available at the meeting or will be mailed upon request for those board members wishing to review them.)

Groups/Persons Consulted:

Content Area Program Reviewers
Continuous Assessment Review Committee
Reading Committee
State Board of Examiners Team for Alice Lloyd College
Accreditation Audit Committee

Alternative Actions:

Issue One: Unit Accreditation

1. Accept the recommendation of the AAC and grant ACCREDITATION WITH PROBATION for Alice Lloyd College.
2. Modify the AAC recommendation and grant ACCREDITATION WITH CONDITIONS for Alice Lloyd College.
3. Do not accept the AAC recommendation and grant CONTINUING ACCREDITATION for Alice Lloyd College.

Issue Two: Program Approval

1. Accept the recommendation of the AAC and grant APPROVAL WITH CONDITIONS for the initial level educator preparation programs at Alice Lloyd College.
2. Do not accept the AAC recommendation and grant APPROVAL for the initial level educator preparation programs at Alice Lloyd College.
3. Do not accept the AAC recommendation and stipulate DENIAL OF APPROVAL for the initial level educator preparation programs at Alice Lloyd College.

AAC Recommendation:

Issue One: Alternative 1

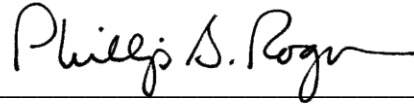
Issue Two: Alternative 1

Rationale:

The State BOE team and AAC followed national and state guidelines for accreditation of educator preparation programs.

Contact Person:

Dr. Marilyn Troupe, Director
Division of Educator Preparation
(502) 564-4606
E-mail: marilyn.troupe@ky.gov



Executive Director

Date:

May 15, 2006

Accreditation Audit Committee (AAC)

Education Professional Standards Board

Conference Room A

March 31, 2006

MEETING MINUTES

Members Present:

Judi Conrad, Chair
Shirley Nelson
Jack Rose
Ann Walls
Tim Watkins
Frank Welch
Diane Woods-Ayers

EPSB Staff Present:

Marilyn Troupe
Allison Bell
Elizabeth Springate

Members Absent:

None

The meeting was called to order at 9:00 and Ms. Conrad announced a quorum was present. Members were reminded to check their contact information and to sign on the meeting sign-in sheet. Diane Woods-Ayers was welcomed and introductions of each committee member occurred.

APPROVAL OF MINUTES:

Jack Rose questioned the first statement of the third paragraph on page 3 of the February meeting minutes. Clarification on the decision was provided by staff. He also identified a missing number from the fourth paragraph on the same page and Judi Conrad noted an error in the previous meeting date.

Motion made by Jack Rose, seconded by Tim Watkins, to approve the minutes as corrected from the February 3, 2005 AAC meeting.

Vote: Approve the motion (Yes – *Unanimous*)

The AAC reviewed the documentation including the Institutional Reports (IR), Board of Examiner (BOE) team reports, institutional rejoinders, annual data, and narrative reports, and made recommendations for program approval and accreditation for:

BRESCIA UNIVERSITY

Tim Watkins recused as he had served on the previous accreditation visit to

Brescia. BOE team chair, Brenda McGown, provided an overview of the team members and the visit. She emphasized how the size of the unit impacted the percentages cited in the BOE report. She also provided an overview of the conceptual framework, the dispositions, and the findings of each of the standards, including the areas for improvement. She indicated that the BOE team reached consensus that all standards were met.

There were two corrected areas for improvement corrected (Standard 4 and Standard 6). The corrected areas for improvement address the lack of a plan to recruit and retain diverse faculty and the lack of qualified faculty in the Moderate and Severe Disabilities program. The NCATE 2000 standards require results and no longer stipulate a plan. Also, the unit has discontinued its MSD program.

There were three continuing areas for improvement (Standard 4, Standard 5, and Standard 6). The continuing area for improvement in Standard 4 addresses the lack of a racially diverse student body in the unit. In Standard 5 the continuing area for improvement relates to the conceptual framework not being clearly shared with the professional community. The continuing area for improvement in Standard 6 addressed the consistent overload carried by the unit head.

There were seven new areas for improvement cited (Standard 1, Standard 3, Standard 4, and Standard 6). The new areas for improvement in Standard 1 deal with the lack of clearly defined, communicated, and assessed dispositions and the below 80% pass rate on the Praxis II exam in the LBD program. The areas for improvement in Standard 3 relate to a mechanism to ensure diverse field experiences and inconsistent feedback to candidates regarding their field experiences. In Standard 4 the area for improvement also related to the lack of a mechanism to ensure diverse field experiences. The areas for improvement in Standard 6 relate to insufficient support staff in the unit and insufficient budget for the curriculum library. Sr. Sharon Sullivan, chair of the education unit, stated her appreciation of the professionalism and thoroughness of the BOE team. She stated that she agreed with the areas for improvement cited in the BOE report and presented the unit's plan for addressing the areas for improvement, specifically in the area of ensuring diverse field experiences for the candidates. She also indicated that the unit is currently working with the university library to assist with the budgetary funds for the curriculum library.

The AAC asked both the BOE team chair and Sr. Sharon questions regarding the areas for improvement. Discussion topics included the lack of diversity among the candidates in the unit and the amount of support from the institution to assist the unit in this area. Sr. Sharon indicated the unit is now involved with a partnership with the university and a local community center. She indicated that efforts are also underway to rebuild a relationship with the

city and the local neighborhood. Sr. Sharon indicated there was a diverse student body within the university and the majority of those are international students who do not seek certification. She also indicated that at the time of the visit, there were no diverse candidates admitted to the unit, but there are diverse candidates who have been admitted since then. The AAC expressed concern about the institution's apparent lack of commitment in addressing the area for improvement, as it was a continuing area for improvement. Other discussion topics included sharing of the conceptual framework and dispositions with the candidates and the new faculty, ensuring candidates' a wide range of field experiences, lack of support staff, the overload of the unit head, and the total financial support of the unit by the institution. Sr. Sharon indicated that there has been movement by the institution in addressing the lack of support staff. Prior to the accreditation visit, Sr. Sharon indicated that her time had been reduced, but then ballooned back up due to faculty leaving the institution. The AAC also expressed concern regarding the amount of money available to support professional development and whether the institution was supportive of professional development for faculty. The AAC reiterated the expectation of the standard and emphasized that resources are crucial in supporting the work of the unit.

Due to the length of the institution's presentation and the committee's discussion, Ms. Conrad asked that the agenda be revised to allow more time for discussion. *A motion, made by Ann Walls and seconded by Jack Rose, to extend the agenda to allow for more discussion time in regards to Brescia University passed (Vote: Unanimous*).*

After hearing the team chair's report and presentation from the institutional representative, there was concern by committee members that one of the standards (6) was not met.

Following the prescribed decisions format, the AAC determined that the BOE team followed approved accreditation guidelines when conducting the visit (*Vote: Unanimous**). The members of the AAC agreed with the Corrected Areas for Improvement section as reported by the Board of Examiners (*Vote: Unanimous**). The members of the AAC agreed with the Continuing Areas for Improvement section as reported by the Board of Examiners (*Vote: Unanimous**). The members of the AAC did not agree with the New Areas for Improvement section as reported by the Board of Examiners (*Vote: Unanimous**). *A motion, made by Jack Rose and seconded by Frank Welch, to cite an additional area for improvement in Standard 6 to read as follows (Vote: Unanimous*):* There are insufficient funds for professional development. *Rationale:* Faculty in the unit receive professional development allocations which amount to approximately \$175 annually. The AAC did not agree with the Summary of Standards page of the BOE report (*Vote: Unanimous**). As a result Standard 6 was changed from met to not met based on the added area for improvement as well as the continuing areas for improvement cited by the BOE.

EPSB staff asked Brenda McGown if she agreed with the AAC's change in the findings of the BOE team relating to the standards. She indicated that there was much discussion among the BOE team relating to finding Standard 6 met or not met. Ms. McGown indicated she was in agreement with the AAC change in the BOE team findings.

The AAC recommends **PROGRAM APPROVAL** (*Vote: Unanimous**) and **ACCREDITATION WITH CONDITIONS** (*Vote: Unanimous**) for Brescia University. The AAC recommends that Brescia University submit written documentation that addresses the unmet standard within six months.

* Unanimous vote is representative of six out of a possible seven AAC members as Tim Watkins recused.

ALICE LLOYD COLLEGE

Alice Lloyd College was represented by Dr. Marylee James, Academic Dean, Cessie Bentley, Visit Coordinator, Jim Silliman, Technology Coordinator, and Cloys Thornsberry, Field Experience Coordinator. Dr. Martha O'Bryan, BOE chair of the visit, presented the report on behalf of the BOE team by providing an overview of the team members, the visit, and the standards. She also summarized the findings of the team for each standard. She indicated that the BOE team reached consensus that Standards 1, 3, 5, and 6 were met, but Standards 2 and 4 were not met.

There was one area for improvement corrected in Standard 1, three in Standard 4, and one in Standard 5. The corrected areas for improvement address the previous weaknesses of varying methodological applications (cited in Standard 1 and 5), lack of diverse candidates in the program, lack of budgeted resources to recruit and retain a diverse student body, and lack of a written plan or adequate resources to ensure hiring and retaining a diverse faculty.

There was one continuing area for improvement in Standard 4 citing the lack of a culturally diverse faculty.

There were seven new areas for improvement; one cited in Standard 1, three cited in Standard 2, one cited in Standard 3, and two cited in Standard 4. The new area for improvement in Standard 1 relates to candidates not consistently assessing student learning; the new areas for improvement in Standard 2 relate to the lack of information technology being used to aggregate and analyze data for program improvement; the data not being aggregated, summarized, evaluated and distributed to decision-making bodies; and the lack of a complete data set for the last two years. The area for improvement cited in Standard 3 relates to a systematic method to ensure candidates have the opportunity to develop the knowledge, skills, and dispositions to help all students learn. The areas for improvement cited in Standard 4 address the unit's lack of a systematic method to ensure candidates work with

racially diverse students and how the diversity proficiencies are measured during student teaching.

Cessie Bentley indicated that the use of the Teacher Work Sample being put in place will address the area for improvement in Standard 1. Dr. James stated that the current unit head became sick and his illness impacted the visit; he has resigned and a new unit head has been hired. She indicated that progress is being made with the support from the Board of Trustees to address the faculty retention issue. Jim Silliman discussed the technology and assessment system that exists at the college and affirmed that the system is currently being used. Cloys Thornsberry addressed the area for improvement relating to the lack of diverse field experiences. The process for the placements has changed and there is now an agreement with a local school district, which is more racially and culturally diverse, that will allow field experiences to occur within that district. He also indicated that lesson plans, candidate reflections, journals, and other candidate work will include all areas of diversity. AAC members asked questions regarding the diversity field experiences (how it's assessed, how it's ensured, etc.). ALC representatives indicated that the experience is now a requirement in an education course that all candidates must take; this requirement was not in place at the time of the visit, but is now. Other discussion related to lack of NCATE-relevant and consistent language and the amount of emphasis the unit and institution has placed on the standards.

Due to the length of the institution's presentation and the committee's discussion, Ms. Conrad asked that the agenda be revised to allow more time for discussion. Committee reached consensus to extend the allotted time.

Although there was discussion of the areas for improvement, the majority of the AAC discussion focused on the BOE cited statement regarding the plagiarism of the unit's conceptual framework. Dr. O'Bryan described how the plagiarism was discovered and the action the team took to address the issue. Dr. O'Bryan emphasized the shock and horror of the ALC faculty when the plagiarism was revealed to them. Dr. James indicated the person who wrote the document did so alone and is no longer employed by the institution. She also stated that although she had read the document, it never occurred to her to check the sources. EPSB staff indicated that ALC had submitted a new conceptual framework and continuous assessment plan to the EPSB and they are currently being reviewed. AAC members also discussed the confusion between what is cited in the BOE report and what is addressed within the rejoinder. ALC representatives affirmed that what was written in the original conceptual framework epitomized the philosophies of Alice Lloyd. AAC members questioned the difference between the previous conceptual framework and the newly submitted version. Dr. James indicated the knowledge base is completely different, the character-based education concept was kept because it was representative of ALC's mission, and the element of service was replacing that of community. The document has been re-researched, co-written, shared, and

developed with the P-12 professional community.

After hearing the team chair's report and comments from institutional representatives, the committee reached consensus on the following:

Following the prescribed decisions format, the AAC determined that the BOE team followed approved accreditation guidelines when conducting the visit (*Vote: Unanimous*). The AAC agreed with the Corrected Areas for Improvement cited in the BOE Report (*Vote: Unanimous*). The AAC agreed with the Continuing Areas for Improvement cited. The AAC agreed with the New Areas for Improvement section as reported by the BOE (*Vote: Unanimous*). The AAC also agreed with the findings of the BOE team that Standard 2 and 4 were not met.

Based on the issue with the conceptual framework and the two not met standards cited in the BOE report, the AAC accepted the BOE report as written and recommends **PROGRAM APPROVAL WITH CONDITIONS** (*Vote: Unanimous*) and **ACCREDITATION WITH PROBATION** (*Vote: Unanimous*) for Alice Lloyd College.

Other AAC discussion related to the involvement of the AAC members with the Board retreat and the inclusion of the AAC role in the accreditation process on the Retreat Agenda. Marilyn Troupe indicated that the issues have been put on the agenda for the retreat and that the meeting is open to the public. Several AAC members expressed that the AAC should attend if possible.

Frank Welch moved to adjourn the meeting with a second from Jack Rose. Motion approved with a unanimous vote. The meeting adjourned at 12:47 p.m.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item, Waiver A

Action Item:

Exceptional Children Teacher Assignment Waiver(s)

Applicable Statute and/or Regulation:

16 KAR 4:020

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board (EPSB) approve the teaching assignment waiver(s) as recommended by the Division of Exceptional Children Services (DECS) and EPSB staff?

Background:

In May 2000, the EPSB approved the waiver of assignment requirements for Teachers of Exceptional Children (16 KAR 4:020, Section 4) Policy and Procedure (copy attached). Staff and DECS recommend that the following assignment waivers be approved:

Franklin County
Sharon Lyons

Current Certification
LBD

Assignment
FMD

Alternative Actions:

1. Approve staff recommendations
2. Modify and approve staff's recommendations
3. Do not approve staff's recommendations

Staff's Recommendations:

Alternative 1

Rationale:

Approval in keeping with the enabling legislation and all DECS recommendations have been reviewed by staff.

Contact Person:

Mr. Michael C. Carr, Director
Division of Certification
(502) 564-4606
E-mail: mike.carr@ky.gov


Executive Director

Date:

May 15, 2006

16 KAR 4:020.

Certification requirements for teachers of exceptional children.

RELATES TO: KRS 157.200, 157.250, 161.020, 161.028(1), 161.030, 161.100, 20 U.S.C. 1221(e), 1400-1419

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a)

NECESSITY, FUNCTION, CONFORMITY: KRS 161.020 and 161.028 require the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate for all public school positions, including those for teaching exceptional children. This administrative regulation establishes the certification requirements for teachers of exceptional children.

Section 1. Certification Requirements for Assignment of Special Education Personnel. (1) Mild mental disability (MMD). A teacher holding the following certification shall be assigned to serve pupils with mild mental disabilities at any grade level:

(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12); or

(b) Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12).

(2) Orthopedic impairment (OI).

(a) A teacher holding the following certification shall be assigned to serve pupils with orthopedic impairments at any grade level:

1. Certification for orthopedically handicapped or physically handicapped, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

2. Certification for teaching exceptional children.

(b) A teacher possessing one (1) of the certificates identified in paragraph (a)2 of this subsection shall be assigned based on the learning characteristics and services needs of the child.

(3) Other health impairment (OHI).

(a) A teacher shall be assigned to serve pupils identified as other health impaired at any grade level based upon the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified as other health impaired shall possess a certificate for teaching exceptional children.

(4) Specific learning disability (LD). A teacher holding the following certification shall be assigned to serve pupils with learning disabilities at any grade level:

(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12); or

(b) Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12).

(5) Developmental delay (DD). A teacher holding the following certification shall be assigned to serve pupils with developmental delay at any grade level:

Agenda Book

(a) Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12); or

(b) Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12).

(6) Emotional-behavioral disability (EBD).

(a) A teacher holding the following certification shall be assigned to serve pupils identified as emotional-behavioral disabled at any grade level:

1. Certification for learning and behavior disorders, grades K-12, P-12, or seven (7) through twelve (12);

2. Certification for teaching the educable mentally retarded, educable mentally handicapped, emotionally disturbed, or neurologically impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

3. Certification for teaching exceptional children.

(b) A teacher possessing one (1) of the certificates identified in paragraph (a)6 of this subsection shall be assigned based on the learning characteristics and services needs of the child.

(7) Functional mental disability (FMD). A teacher holding the following certification shall be assigned to serve pupils with functional mental disabilities at any grade level:

(a) Certification for trainable mentally handicapped, grades K-12;

(b) Certification for teaching the trainable mentally retarded, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12);

(c) Certification for teaching the severely and profoundly handicapped at any grade level; or

(d) Certification for teaching the moderately and severely disabled, grades P-12.

(8) Multiple disabilities (MD).

(a) A teacher shall be assigned to pupils at any grade level who have multiple disabilities consistent with the nature of each of the student's different disabilities and based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils with multiple disabilities shall possess a certificate for teaching exceptional children.

(9) Deaf-blindness.

(a) A teacher shall be assigned to serve pupils identified with deaf-blindness at any grade level based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified with deaf-blindness shall possess a certificate for teaching exceptional children.

(10) Autism.

(a) A teacher shall be assigned to serve pupils identified with autism at any grade level based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified with autism shall possess a certificate for teaching exceptional children.

(11) Traumatic brain injury (TBI).

(a) A teacher shall be assigned to serve pupils identified as having a traumatic brain injury at any grade level based on the learning characteristics and services needs of the child; and

(b) A teacher assigned to pupils identified as having a traumatic brain injury shall possess a certificate for teaching exceptional children.

(12) Hearing impaired (HI). A teacher holding the following certification shall be assigned to serve pupils with hearing impairments at any grade level:

(a) Certification for teaching the hard of hearing, deaf, or hearing impaired, grades K-12, one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

(b) Certification for teaching the hearing impaired, grades P-12.

(13) Visually impaired (VI). A teacher holding the following certification shall be assigned to serve pupils with visual impairments at any grade level:

(a) Certification for teaching the partially seeing, blind, or visually impaired, grades one (1) through twelve (12), one (1) through eight (8), or seven (7) through twelve (12); or

(b) Certification for teaching the visually impaired, grades P-12.

(14) Communication disorders. A teacher holding the following certification shall be assigned to serve pupils who have been identified as needing instruction for speech or language disorders at any grade level:

(a) Certification for speech and hearing, grades one (1) through twelve (12);

(b) Certification for speech and communication disorders, grades K-12; or

(c) Certification for communication disorders, grades P-12.

Section 2. Certification Requirements for Assignment of Interdisciplinary Early Childhood Education Teachers for the Provision of Special Education Services. (1) A teacher holding the following qualifications shall be assigned to serve birth to primary pupils who have been identified as needing special education services:

(a) Certification for interdisciplinary early childhood education offered under 16 KAR 2:140 and 16 KAR 2:040;

(b) Exemption identified in 16 KAR 2:040; or

(c) Qualifications set forth in 704 KAR 3:410, Section 7(1)(a).

(2) A special education teacher identified in Section 1 of this administrative regulation shall not be precluded from providing services in the teacher's certification area to birth to primary pupils with disabilities if that certification is valid for the primary ages.

Section 3. Probationary and Emergency Provisions. (1) If no regularly certified teacher as delineated in Sections 1 and 2 of this administrative regulation is available to provide the special education services, the local district may employ a teacher certified on a probationary status under 16 KAR 2:160.

(2) If no probationary certified special education teacher is available, the district may employ a teacher certified on an emergency status under the requirements of KRS 161.100 and 16 KAR 2:120.

Section 4. Waiver Requests for Teacher Assignment. (1) Local school districts which need to assign teachers to teach classes or pupils, with the exception of pupils receiving services for communication disorders, not consistent with the above criteria shall request a waiver for the teacher assignment through the Kentucky Department of Education, Office of Special Instructional Services, Division of Exceptional Children and be approved by the Education Professional Standards Board.

(2) The Education Professional Standards Board and Department of Education shall give consideration for this approval based on information provided by the local school district in its request. The request shall:

(a) Be made prior to September 15 or within fifteen (15) school days of the need for assignment if it occurs after September 15 of the school year for which a waiver is requested; and

(b) Include:

1. The teacher's name, school assignment, certificate number, class plan assignment, and current certification;
2. A listing of pupils currently served by category of exceptionality;
3. A listing of pupils the district is requesting to be served by exceptionality; and
4. Any other relevant information which the district wishes to have considered in the decision-making process.

(3) Following consideration by the Department of Education and approval by the Education Professional Standards Board, the local district shall be promptly notified of the decision on the waiver request.

(4) The assignment shall not exceed the length of the school year for which it was initiated. (26 Ky.R. 2124; Am. 27 Ky.R. 405; eff. 8-14-2000; recodified from 704 KAR 20:740, 7-2-2002; 30 Ky.R. 2319; 31 Ky.R. 22 eff. 8-6-04.)

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item, Waiver B

Action Item:

A request by Mr. David Edwards to waive the regulation 16 KAR 6:010 pertaining to the required Praxis II Music: Content Knowledge (0113) and Music: Concepts and Processes (0111) assessments for a Music (P-12) certificate.

Applicable Statute and Regulation:

KRS 161.028, KRS 161.030
16 KAR 6:010

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to the Kentucky assessment requirements for Music (P-12) Certification and accept in lieu thereof the Oklahoma Certification Examination for Oklahoma Educators Instrumental/General Music Test (CEOE) (001)?

Background:

Mr. David Edwards is seeking Music (P-12) Certification. He has completed and passed the following tests:

Test	Test Date	Results
Principles of Learning & Teaching: Grades 7-12(0524)	06-11-2005	Passed (176)
CEOE (001)	04-26-2004	Passed (251)

Kentucky requires the following Praxis II tests for Music (P-12) Certification:

- Principles of Learning & Teaching Grades K-6 (0522), Principles of Learning & Teaching: Grades 5-9 (0523), or Principles of Learning & Teaching Grades 8-12 (0524)
- Music: Content Knowledge (0113)
- Music: Concepts and Processes (0111)

Staff's review of the test specifications are:

1. Examinees are provided four hours to complete the CEOE (001), which consists of selected-response (multiple choice) questions, some of which are based on audio-taped musical samples and one or more constructed response items. The test is designed to assess entry level knowledge and skills in the following areas: music theory, music performance, listening skills, music history and culture, and music and other disciplines.
2. The Kentucky required test (0113) is a two-hour multiple-choice item test divided into a 45-minute listening section and a 75-minute non-listening section. The test is designed to measure understanding in the following areas: music history and literature, music theory, performance, music learning (K-12), and professional practices.
3. The Kentucky required test (0111) is a one-hour test consisting of two multi-part constructed response questions. The test is designed to assess the examinee's understanding of instrumental/vocal performance techniques and ability to design and describe an instructional sequence for a particular musical concept.

Alternative Actions:

1. Waive 16 KAR 6:010 pertaining to Music: Content Knowledge (0113) and accept CEOE (001) Instrumental/General Music Test in lieu thereof. Do not waive the regulation pertaining to Music: Concepts and Processes (0111).
2. Waive 16 KAR 6:010 pertaining to Music: Content Knowledge (0113) and Music: Concepts and Processes (0111).and accept CEOE (001) Instrumental/General Music Test in lieu thereof.
3. Do not waive the regulation pertaining to any of the assessments required for Music (P-12) Certification.

Staff Recommendation:

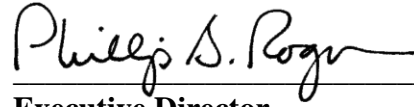
Alternative Action 1

Rationale:

Based on test specifications CEOE (001) measures the same concepts and skills as the Praxis II (0113).

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov

A handwritten signature in black ink, reading "Phillip S. Brown", written over a horizontal line.

Executive Director

Date:

May 15, 2006

16 KAR 6:010. Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

(b) Chemistry:

1. From January 24, 2005 through August 31, 2005:

a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and

(ii) Chemistry: Content Knowledge (0241) - 138; or

b. Chemistry: Content Knowledge (0245) - 147; or

2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;

(c) English:

1. English Language and Literature: Content Knowledge (0041) - 160; and

2. English Language, Literature and Composition Essays (0042) - 155;

(d) Social Studies:

1. Social Studies: Content Knowledge (0081) - 151; and

2. Social Studies: Interpretation of Materials (0083) - 160;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and

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2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. From January 24, 2005, through August 31, 2005:

a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and

(ii) Physics: Content Knowledge (0261) - 114; or

b. Physics: Content Knowledge (0265) - 133; or

2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133

(g) Earth science:

1. From January 24, 2005, through August 31, 2005:

a. General Science: Content Knowledge, Part 2 (0432) - 146; and

b. Earth Science: Content Knowledge (0571) - 145; or

2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

(a) Art:

1. Art Content Knowledge (0133) - 161; and

2. Art Making (0131) - 154;

(b) French:

French: Content Knowledge (0173) - 159;

(c) German: German: Content Knowledge (0181) - 157;

(d) Health: Health Education (0550) - 630;

(e) Latin: Latin (0600) - 700;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(g) Vocal music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(h) Instrumental music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(i) Physical education:

1. Physical Education: Content Knowledge (0091) - 147; and

2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;

(j) Spanish:

Spanish Content Knowledge (0191) - 160;

(k) School Media Librarian: Library Media Specialist (0310) - 640; or

(l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;

(b) Business and Marketing Education - Business Education (0100) - 600;

(c) Family and Consumer Sciences - Home Economics Education (0120) - 600;

(d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
- (b) Speech/Media Communications: Speech Communication (0220) - 580; or
- (c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
- (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

- (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;**
- (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or**
- (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

- (a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
- (b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(7) An applicant for a restricted base certificate shall take one (1) of the following pedagogy tests corresponding to the grade range of the specific restricted base certificate:

- (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;
- (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
- (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

Section 4. Assessment Recency. (1) A passing score on a test established in this administrative regulation and completed on or after January 1, 2002 shall be valid for the purpose of applying for certification for five (5) years from the test administration date.

(2) A teacher who fails to complete application for certification to the Education Professional Standards Board within the applicable recency period of the test and with the passing score established in this administrative regulation shall retake the appropriate test or tests and achieve the appropriate passing score or scores required for certification at the time of application.

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(3) The test administration date shall be established by the Educational Testing Service or other authorized test administrator.

Section 5. (1) An applicant for initial certification shall take the assessments on a date established by:

- (a) The Educational Testing Service;
- (b) The Education Professional Standards Board for special administration; or
- (c) The agency established by the Education Professional Standards Board as the authorized test administrator.

(2) An applicant shall authorize test results to be forwarded by the Educational Testing Service, or other authorized test administrator, to the Kentucky Education Professional Standards Board and to the appropriate teacher preparation institution where the applicant received the relevant training.

(3)(a) Public announcement of testing dates and locations shall be issued sufficiently in advance of testing dates to permit advance registration.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item, Waiver C

Action Item:

Request by Ms. Christie Palombi to waive the regulation 16 KAR 6:010 pertaining to the Praxis II Principles of Learning and Teaching: Grades K-6 (0522) and Elementary Education: Content Knowledge (0014).

Applicable Statute and Regulation:

KRS 161.028, 161.030
16 KAR 6:010

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board waive the regulation pertaining to Kentucky assessment requirements for Elementary (P-5) Certification in lieu of the Illinois Teacher Certification tests?

Background:

Ms. Christie Palombi is seeking Elementary (P-5) Certification. She has completed and passed the following tests:

Test	Test Date	Results
ICTS Basic Skills (096)	07-07-2001	Passed
ICTS (102) APT	02-21-2004	Passed (242)
ICTS (003) Elementary	06-14-2003	Passed (88)

Kentucky requires the following Praxis II tests for Elementary (P-5) Certification:

- Principles of Learning & Teaching Grades K-6 (0522)
- Elementary Education: Content Knowledge (0014)

The staff's review of the Illinois ICTCS test frameworks and study guides, along with the Educational Testing Service (ETS) test specifications, is summarized below:

- The ICTS (102) APT test is designed to assess a prospective teacher's pedagogical knowledge. The test includes categories that are nearly identical to the Praxis II (0522) as well as additional sub-categories. The Kentucky required assessment,

Principles of Learning and Teaching (0522), is designed to assess a beginning teacher's knowledge of such areas as educational psychology, human growth and development, classroom management, instructional design and delivery techniques, evaluation and assessment, etc.

- The ICTS Basic Skills (096) is designed to assess knowledge of fundamental skills in reading comprehension, language arts, and writing, aligning with ETS Praxis I, PPST.
- Documents for review were not provided for the ICTS (003) Elementary.

Alternative Action:

1. Waive the regulation requiring the Principles of Learning and Teaching: Grades K-6 (0522) assessment for Elementary (P-5) Certification and accept the ICTS (102) in lieu thereof. Do not waive the Elementary Education: Content Knowledge (0014) assessment.
2. Waive the regulation requiring the Principles of Learning and Teaching: Grades K-6 (0522) assessment for Elementary (P-5) Certification and the Elementary Education: Content Knowledge (0014) assessment, accepting the ICTS (102) and ICTS Basic Skills test (096) in lieu thereof.
3. Do not waive the regulation pertaining to the assessments required for Elementary (P-5) Certification, Principles of Learning & Teaching: Grades K-6 (0522) and accept the ICTS (102) APT in lieu thereof. Do not waive the Elementary Education: Content Knowledge(0014).

Staff Recommendation:

Alternative Action 1

Rationale:

Based on Illinois ICTCS test frameworks and study guides, along with the Educational Testing Service (ETS) test specifications, it appears the pedagogical constructs of the ICTS (102) APT equal or exceed those within the Praxis II (0522).

Staff contacted the Illinois State Board of Education in order to obtain test frameworks and/or study guides for the ICTS (003) Elementary test. At this time, we have no documentation to review this test; therefore, we are unable to make a recommendation to waive the Elementary Education: Content Knowledge (0014).

Contact Person:

Mr. Robert Brown, Director
Division of Professional Learning and Assessment
(502) 564-4606
E-mail: robertl.brown@ky.gov



Executive Director

Date:

May 15, 2006

16 KAR 6:010.

Written examination prerequisites for teacher certification.

RELATES TO: KRS 161.020, 161.028(1), 161.030(3), (4)

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030(3), (4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028(1)(a) authorizes the Education Professional Standards Board to establish standards and requirements for obtaining and maintaining a teaching certificate. KRS 161.030(3) and (4) requires the Education Professional Standards Board to select the appropriate assessments required prior to teacher certification. This administrative regulation establishes the written examination prerequisites for teacher certification.

Section 1. A teacher applicant for certification shall successfully complete the appropriate written tests identified in this administrative regulation prior to Kentucky teacher certification.

Section 2. The Education Professional Standards Board shall require the specialty tests and passing scores identified in this section for each new teacher applicant, and each teacher seeking an additional certificate, who completes application for certification on or after September 1, 2003.

(1) An applicant for interdisciplinary early childhood education, birth to primary, certification shall take an Education Professional Standards Board Interdisciplinary Early Childhood Specialty Test, with a passing score of 150.

(2) Until August 31, 2005, an applicant for elementary certification shall take Elementary Education: Curriculum, Instruction, and Assessment (0011) with a passing score of 163 or Elementary Education: Content Knowledge (0014) with a passing score of 148. Beginning September 1, 2005, the applicant shall take Elementary Education: Content Knowledge (0014) with a passing score of 148.

(3) An applicant for middle school certification shall take one (1) or two (2) middle school specialty tests based on the applicant's area or areas of specialty with passing scores as identified in this subsection:

- (a) Middle School Mathematics (0069) - 148;
- (b) Middle School Science (0439) - 139;
- (c) Middle School English Language Arts (0049) - 160; or
- (d) Middle School Social Studies (0089) - 152.

(4) An applicant for certification for teacher of exceptional children in Communication Disorders, Learning and Behavior Disorders, Hearing Impaired, Hearing Impaired with Sign Proficiency, Visually Impaired, or Moderate and Severe Disabilities shall take each specialty test based on the applicant's specialty with the corresponding passing score as identified in this subsection:

(a) Communication disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Speech Language Pathology (0330) - 600;

(b) Learning and behavior disorders:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Until August 31, 2006, Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157 or Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172;

(c) Moderate and severe disabilities:

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1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Special Education: Teaching Students with Mental Retardation (0321) - 146;

(d) Hearing impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Education of Deaf and Hard of Hearing Students (0271) - 167;

(e) Hearing impaired with sign proficiency:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157;

2. Education of Deaf and Hard of Hearing Students (0271) - 167; and

3. One (1) of the following tests with a passing score of "Intermediate Level":

a. Sign Communication Proficiency Interview (SCPI); or

b. Educational Sign Skills Evaluation (ESSE).

(f) Visually impaired:

1. Until August 31, 2006, Special Education: Application of Core Principles Across Categories of Disabilities (0352) - 146 or Education of Exceptional Students: Core Content Knowledge (0353) - 157. Beginning September 1, 2006, Education of Exceptional Students: Core Content Knowledge (0353) - 157; and

2. Teaching Students with Visual Impairments (0280) - 700.

(5) An applicant for certification at the secondary level shall take the specialty tests corresponding to the applicant's specialty with the passing scores identified in this subsection:

(a) Biology:

1. From January 24, 2005 through August 31, 2005:

a. (i) Biology: Content Knowledge Part 1 (0231) - 156; and

(ii) Biology: Content Essays (0233) - 141; or

b. Biology: Content Knowledge (0235)-146; or

2. Beginning September 1, 2005, Biology: Content Knowledge (0235) - 146;

(b) Chemistry:

1. From January 24, 2005 through August 31, 2005:

a. (i) General Science: Content Knowledge Part 2 (0432) - 146; and

(ii) Chemistry: Content Knowledge (0241) - 138; or

b. Chemistry: Content Knowledge (0245) - 147; or

2. Beginning September 1, 2005, Chemistry: Content Knowledge (0245) - 147;

(c) English:

1. English Language and Literature: Content Knowledge (0041) - 160; and

2. English Language, Literature and Composition Essays (0042) - 155;

(d) Social Studies:

1. Social Studies: Content Knowledge (0081) - 151; and

2. Social Studies: Interpretation of Materials (0083) - 160;

(e) Mathematics:

1. Mathematics: Content Knowledge (0061) - 125; and

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2. Mathematics: Proofs, Models, and Problems (0063) - 141;

(f) Physics:

1. From January 24, 2005, through August 31, 2005:

a. (i) General Science: Content Knowledge, Part 2 (0432) - 146; and

(ii) Physics: Content Knowledge (0261) - 114; or

b. Physics: Content Knowledge (0265) - 133; or

2. Beginning September 1, 2005, Physics: Content Knowledge (0265) - 133

(g) Earth science:

1. From January 24, 2005, through August 31, 2005:

a. General Science: Content Knowledge, Part 2 (0432) - 146; and

b. Earth Science: Content Knowledge (0571) - 145; or

2. Beginning September 1, 2005, Earth Science: Content Knowledge (0571) - 145.

(6) An applicant for certification in all grades in the following specialty areas shall take the specialty test or tests with the passing scores as identified in this subsection.

(a) Art:

1. Art Content Knowledge (0133) - 161; and

2. Art Making (0131) - 154;

(b) French:

French: Content Knowledge (0173) - 159;

(c) German: German: Content Knowledge (0181) - 157;

(d) Health: Health Education (0550) - 630;

(e) Latin: Latin (0600) - 700;

(f) Integrated music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(g) Vocal music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(h) Instrumental music:

1. Music: Content Knowledge (0113) - 154; and

2. Music: Concepts and Processes (0111) - 145;

(i) Physical education:

1. Physical Education: Content Knowledge (0091) - 147; and

2. Physical Education: Movement Forms-Analysis and Design (0092) - 151;

(j) Spanish:

Spanish Content Knowledge (0191) - 160;

(k) School Media Librarian: Library Media Specialist (0310) - 640; or

(l) School Psychologist: NTE Specialty Area Examination - 630.

(7) An applicant for career and technical education certification to teach in grades 5-12 with one (1) or more of the following specializations shall take the specialty tests with the passing scores as identified in this subsection:

(a) Agriculture: Agriculture (0700) - 520;

(b) Business and Marketing Education - Business Education (0100) - 600;

(c) Family and Consumer Sciences - Home Economics Education (0120) - 600;

(d) Technology Education - Technology Education (0050) - 600; or

(e) Industrial education. An applicant for industrial education with one (1) or more trade and industry specializations shall complete the assessments established in 16 KAR 6:020.

(8) An applicant for a restricted base certificate in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620;
- (b) Speech/Media Communications: Speech Communication (0220) - 580; or
- (c) Theater: Theatre (0640) - 630.

(9) An applicant for an endorsement in the following specialty areas shall take the specialty test or tests with the passing scores identified in this subsection:

- (a) English as a Second Language: English to Speakers of Other Languages (0360) - 620; or
- (b) Learning and Behavior Disorders, grades 8-12: Until August 31, 2006, Teaching Students with Behavioral Disorders/Emotional Disturbances (0371) - 157. Beginning September 1, 2006, Education of Exceptional Students: Mild to Moderate Disabilities (0542) - 172.

Section 3. In addition to the specialty area tests established in Section 2 of this administrative regulation, the Education Professional Standards Board shall require the pedagogy tests and passing scores identified in this section for each new teacher applicant beginning September 1, 2003. If an individual is seeking additional certification in any area, the applicant need only take one (1) of the pedagogy tests identified in this administrative regulation.

(1) An applicant for elementary certification (grades P-5) shall take Principles of Learning and Teaching: Grades K-6 (0522) - 161.

(2) An applicant for middle school certification grades five (5) through nine (9) shall take Principles of Learning and Teaching: Grades 5-9 (0523) - 161.

(3) An applicant applying only for certification for teacher of exceptional children shall not be required to take a separate pedagogy test established in this section. The specialty area tests established in Section 2 of this administrative regulation shall fulfill the pedagogy test requirement for a teacher of exceptional children.

(4) An applicant for certification at the secondary level grades eight (8) through twelve (12) shall take Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(5) An applicant for certification in all grades with a specialty area (e.g., art, music, etc.) shall take either:

- (a) Principles of Learning and Teaching: Grades K-6 (0522) - 161;
- (b) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
- (c) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

(6) An applicant for career and technical education certification in grades five (5) through twelve (12) shall take either:

- (a) Principles of Learning and Teaching: Grades 5-9 (0523) - 161; or
- (b) Principles of Learning and Teaching: Grades 7-12 (0524) - 161.

EDUCATION PROFESSIONAL STANDARDS BOARD

STAFF NOTE

Action Item, Alternative Certification A

Action Item:

Alternative Route to Certification Application

Applicable Statutes and Regulation:

KRS 161.028, 161.030, 161.048

16 KAR 9:010

Applicable Goal:

Goal III: A properly credentialed person shall staff every professional position in Kentucky's public schools.

Issue:

Should the Education Professional Standards Board approve the alternative route to certification application?

Background:

The following individuals are requesting certification on the basis of exceptional work experience:

Ms. Glenna Metcalfe, Integrated Music, Grades P -12

The application will be sent in the Under Separate Cover section.

Alternative Actions:

1. Approve the alternative route to certification application
2. Modify and approve the alternative route to certification application
3. Do not approve the alternative route to certification application

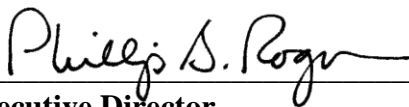
Contact Person:

Mr. Michael C. Carr, Director

Division of Certification

(502) 564-4606

E-mail: mike.carr@ky.gov



Executive Director

Date:

May 15, 2006

Agenda Book

16 KAR 9:010.

Professional certificate for exceptional work experience, limited to secondary education.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 establishes the eligibility requirements for a candidate seeking to participate in an alternative teacher preparation program. This administrative regulation establishes the requirements for issuance and renewal of a professional certificate for secondary education based on exceptional work experience.

Section 1. Definitions. (1) "Exceptional work experience" means a person with recognized superiority as compared with others in rank, status, and attainment or superior knowledge and skill in comparison with the generally accepted standards in the area in which certification is sought.

(2) "Secondary education" means the area in which certification is sought in a subject taught in grades 9 - 12 in a Kentucky school.

Section 2. Verification of exceptional qualifications of an applicant for certification, in a field of endeavor taught or service practiced in a public school of Kentucky, shall include:

(1) Sufficient documentation that demonstrates to the local school district and the Education Professional Standards Board that an applicant is one who has exceptional work experience as defined in Section 1 of this administrative regulation and has talents and abilities commensurate with the new teacher standards, established in 16 KAR 1:010;

(2) Documentation of achievement that may include advanced degrees earned, distinguished employment, evidence of related study or experience, publications, professional achievement, or recognition attained for contributions to an applicant's field of endeavor; and

(3) Recommendations from professional associations, former employers, professional colleagues, or any other individual or group whose evaluations shall support exceptional work in the field.

Section 3. Certification Requirements. An eligible candidate who meets the requirements of KRS 161.048(1) and character and fitness review established in KRS 161.040 shall be issued the provisional certificate, limited to secondary education and valid for one (1) year. Upon successful completion of the Kentucky Teacher Internship Program as established in KRS 161.030(5) to (8), the professional certificate, limited to secondary education, shall be issued and shall be valid for an additional four (4) years.

Section 4. Renewal Requirements. Each five (5) year renewal of the professional certificate identified in Section 3 of this administrative regulation shall meet the renewal requirements established in 16 KAR 4:060. (25 Ky.R. 1283; Am. 1602; eff. 1-19-99; recodified from 704 KAR 20:720, 7-2-2002.)